

METHOD

THE

# SCHOOL JOURNAL

NEW YORK AND CHICAGO.

VOLUME LXI., No. 13.  
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXI.

For the Week Ending October 13.

No. 13

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## A Lesson from Grant and Lee.\*

By Supt. JAMES M. GREENWOOD, Kansas City, Mo.

The most striking contrast to the modern methods of educating the youth of our country, particularly in regard to their management at home and in school, and extending into public life, are our two great national schools, not only in their methods of instruction and discipline, but in the kind of men they make. The high standard of personal honor of the men whom they graduate, is nowhere else approximated in other institutions of learning. In this respect the military academy at West Point and the naval academy at Annapolis, two of the best military and naval schools in the world, are unsurpassed. As a body of men who have graduated from these two great national institutions, or of those who will graduate from them, I have no hesitancy in saying that they are the most truthful and upright men in their official and private relations that can be found. Occasionally a black sheep may creep into the fold, but as soon as his true character is discovered he is virtually ostracised. No other graduates of college or university, in this country, can compare with the graduates of these two academies in the high virtues of truthfulness and public incorruptibility, just as no other institution can compare with them in the exactness and strictness of their methods of instruction and modes of discipline. I have not space to refer to many of these graduates, but, were it necessary, I could give a list that would challenge the admiration of every true American. Two or three will suffice. I will take Grant and Lee.

Many of you have read General Grant's Memoirs, and those who have not, I advise to do so. Here in these two memorable volumes you will find just what I mean by a manly and a noble character. Observe how careful he is not to misrepresent another, how he aims to give the facts just as they are, how he wants to measure out justice to each one, and how often he says—"I may not be correct on this point or that one." It is not General Grant as the great general you admire, but it is *the man*, who comes up before you all the time till you are forced to say what a noble, true soul he is,—Great in his simplicity and honesty! What influences shaped the generous mind of this man whose heart was so full of sympathy and unalloyed honesty, I know not, only that it is so. See the same attention to details even unto the very last—the plain, simple, honest man trying to do his duty. Above it all, shine in undimmed luster, *honesty and truthfulness*. Draw a lesson from his character as abiding as the stars!

General Lee is a similar type of man. His son, Robert E. Lee, Jr., in *Frank Leslie's Monthly* speaking of his father, Robert E. Lee, at West Point, in 1852, from which I make an extract, says:—

"My father was the most punctual man I ever knew. He was always ready for family prayers, and at all meal times, and met every engagement, business or social, on the moment. He expected all of us to be the same, and impressed upon us the use and necessity of forming such habits for the convenience of all concerned. I never knew him late for Sunday service at the post chapel. He appeared in uniform some minutes before any one else, and would jokingly rally my mother and sisters for being late, or forgetting something at the last moment. When he could wait no longer he would say:

"Well, I am off," and march away to church by himself, or with any one of us who was ready. Then he took his seat, well up the middle aisle; and, as I remember, he got always very drowsy during the sermon, and sometimes caught a little nap. At that time this drowsiness of my father's seemed something awful to me. I knew that it was very hard for me to keep awake, and frequently I did not; but why he, who I believed could do everything that was right without any effort, should sometimes be overcome, I could not understand, and did not try to do so.

"It was against the rules for any cadet to pass beyond certain, well-defined limits. Of course, they did sometimes go, and, when caught, were punished by receiving so many 'demerits.' My father, riding out one afternoon with me, suddenly came up with three cadets, far beyond the limits. When rounding a turn in a mountain road, with a deep woody ravine on one side, we came upon them. They immediately leaped over a low wall on the ravine side of the road and disappeared from our view. We rode on a minute in silence, when my father said:

"Did you know those young men? But no! If you did, don't say so. I wish boys would do what is right; it would be so much easier for all of us."

"He knew he would have to report them, but, not being sure who they were, I suppose he wished to give them the benefit of the doubt. At any rate, I never heard any more about it. One of the three asked me the next day if 'the Colonel' had recognized them, and I told them what had occurred.

"I was now old enough to have a room to myself; and, to encourage me to be useful and practical, my father made me attend to it just as the cadets had to do with their quarters in barracks and in camp. He even, for a time, went thru the form of inspecting it daily to see if I had performed my duty properly. I remember enjoying it at first, but soon tired of the routine. However, I was kept at it, becoming in time very proficient, and the knowledge so acquired has been of the greatest use to me thruout life."

During a sea voyage from Savannah to New York, in July, it was my good fortune to form the acquaintance of Major E. H. Ruffner, Corps of Engineers, U. S. army, and to enjoy his conversations on a great variety of subjects, and I found him one of the most pleasant and accomplished gentlemen I had ever met. It had been thirty-three years since he graduated from West Point, so his words were those of a well trained, observant, and cautious man of large experience in public affairs. In speaking of the graduates of West Point I asked him the secret of the manly character of the West Point men, stating that I had made it a special study, especially in the paymaster's department, and that the millions of dollars received and disbursed by the different paymasters of the regular army, was one of the most remarkable records in the disbursement of public money on record. He explained to me the key to the high sense of honor at West Point, and the same is in effect at Annapolis, and it is this:—No difference what a West Pointer does, *he must tell the truth about it*. Lying or equivocating is not tolerated, and the man who does either, loses caste and is tabooed, and this is official ostracism.

General Lee had this same idea in mind when he said to his little son: "Did you know these young men? But no! If you did, don't say so. I wish boys would do what is right; it would be so much easier for all of us."

Putting these statements together one sees the bearing of the military system in education and why it is that certain noble traits of character are developed that are not so fixed as a principle in any other schools.

So far as I now recall in the history of education in this country, two men only, outside of West Point and

\*Part IV of "The Great Question," begun in THE SCHOOL JOURNAL of September 22.

Annapolis, stand out prominently for the full and complete development of these higher civic virtues without the strict military discipline, and these men were Horace Mann, at Antioch college, Yellow Springs, Ohio, and Dr. Joseph Baldwin, at the Kirksville normal school, Missouri.

But in some of the ward schools of this city a manly courage is reached among a large number of boys, while others conceive everything to be fair which can be concealed, evaded, palliated.

Families and schools need more of the spirit in them that General Lee adopted in training his little son, Robert E., Jr., who avers: "However, I was kept at it, becoming in time very proficient, and the knowledge so acquired has been of the greatest use to me throughout life."

The Roman boys were ready to obey their generals, because they were compelled to obey their fathers. Our boys have plenty of go in them, but they do not know when to pull up. Honesty in small things will beget honesty in great things. Let us instill deeply into the very lives of all our boys, the frankness, the promptness, the honesty, and the truthfulness of Grant and Lee, and true manhood in our nation will be raised a hundred per cent.



### Evolution and Morals.\*

By E. P. POWELL, Clinton, N. Y.

The most important consideration is the direct and indirect result of the evolution hypothesis on the ethical purpose of our schools. It is no small thing that we have had wakened a critically scientific spirit of investigating facts. This has led to a very rapid sweeping away of the rubbish of old superstition. With scientific investigation, bigotry, intolerance, and the spirit of vindictive hate had no encouragement. Accuracy of thought follows accuracy of observation. The sum total of human good-will that has already resulted is no small matter. The social ethics of the eighteenth century was based on the selfish principle that each community and each people should look only to his own interest; and that its own interest was best conserved by weakening the prosperity of its neighbors.

I do not claim that the steady progress in social ethics is entirely due to the infusion of evolutionary ideas in our education; much of it is due to the commercial expansion that has made us more cosmopolitan. Yet it is unquestionable that the relative exaltation of science and scientific methods has gone far to deliver us from narrow and selfish views in religion and in political economy. We do not feel that it is right to trespass on the evolution of other people. A great sense of national obligation is growing up to do good. War is abhorrent to the convictions of humanity.

The principle of co-operation in business is nothing more than the co-operation which science shows has gone on in evolution—a marvelous affair from first to last. "Morality means simply co-operation, recognition of mutual independence. Is it any wonder that out of the intricacy of mutual helpfulness in every atom of matter, by which alone evolution was possible, arose the intricate interrelationship of individual human beings; whereby thru helpfulness ethical evolution is possible—and we obey and live, or disobey and die? From the mutual attraction and repulsion in inorganic forces whereby worlds are formed, up to the articulated love and hate whereby sons of God are created, there is but one deep, all-permeating operation. Whither does this idea of co-operation at last lead us, but to the magnificent interdependence of the Infinite Will and our finite purposes—in the relation of father and child—making at last the ligature of the universe to be love; binding the lowest to the highest and lifting the meekest by the power of sympathy?"

\* This is the fourth article in the series on "Evolution and Education." The preceding discussions appeared in THE SCHOOL JOURNAL for September 15, September 29, and October 6.

thy to the bosom of the mightiest?" So our curriculum from a study of natural forces leads us on to a consideration of the fellowship in nature; from a consideration of brute force to that of moral self-sacrificing co-operation. I mean that our study of the sciences has steadily led us away from the crude view of evolution as a struggle to the deeper and larger view that throughout the universe there is a marvelous co-operation of forces, for progress and betterment. The student cannot escape this view as he moves forward. He has only to go far enough to find himself summing up science as *duty*. "Science at last, in its final summing up, is the obligation of every atom, of every combination of atoms, of every organism, of every conscious organism to fulfil its place honestly and to do the right thing. In physical nature lies the basis of psychical obligation."

#### The Scientific Motive.

But evolution has another appeal. It turns to the student himself and says, Consider yourself in the light of evolution, what you are, and what should be your conduct. You are nature's (God's) latest and completest product. All development finds in you its sum and hope. It took nature three hundred millions of years to get a head adjusted to the primal cell. Millions more of years lapsed in the progressive achievements that culminated in man. Behold in yourself the trustee of all that has been accomplished. You hold in trust all that nature has worked out. Will you waste or destroy your heritage? Or will you accept it as a trust, and fulfil the obligation involved? I can conceive no stronger appeal—nothing that can be more effective for good. We cover by this logic the preservation and improvement of body and mind, of every function of the human being—the wise end of the whole organism and all of its powers. What will you do with yourself? This question if rightly presented, occurs at every step of investigation. Will you improve? will you progress? will you pass on your trust, not only not impaired, but advanced; or will you degenerate? It cannot escape the attention of the blindest that this appeal is a real one, and that it is being made by the whole force of evolutionary study. The problem of modern life is no longer the ethical one of saving wreckage for a future life; but to prevent degeneration in this world. Evolution has changed the moral standpoint.

I do not mean to say that the whole force of this argument can be applied in our lower grade schools, or at any stage of school life; but that the new scientific motive for a truer and nobler life can be, and is, perceptible from top to bottom of education. It will be felt more fully as the teachers become imbued with the scientific spirit. The change will be less rapid owing to the persistent demands for adherence to the old curriculum and its spirit in preparatory courses. Legislation that crowds instruction concerning stimulants and narcotics into an elementary course may be unwise; but there is sure to be a reversal of the present contempt for instruction in direct self-mastery. A very able medical writer says, "In no case is the sin of the father visited on the child more strikingly than in the case of the use of tobacco. The enervation, the hypochondriasis, the hysteria, the insanity, and the dwarfish developments consequent upon this habit bear ample testimony to the feebleness of the constitution that it transmits." Nor shall we be able much longer to exclude the due consideration of sexual characteristics in school instruction. Intemperate use of any organ, at any age, is to flout evolution, and deliberately enter on degeneration. The school must teach the child what he or she is, and what most truly constitutes salvation.

Nor are we escaping the mighty social demands that grow out of the fact that bad nutriment and vile housing create anti-evolutionary tendencies. Not till after Darwin was the civilized world ready to grapple with the thought that poverty could be, and should be, abolished. It is impossible by any curriculum to bring a hungry child into the way of developing either a strong character or a strong body. An eminent writer says, "I look

forward to a not distant day, when, as the moral tone of education advances, the propagation of vitiated constitutions will be universally held to be culpable, and possibly prohibited as criminal." The reactions between school life and home life along this line are constant, and are proving very efficient.

I do not count it of small importance that evolution is from first to last optimistic; and that it must be a rarely morbid nature that will come out of our schools without a convicted belief in the progress of the individual and of society. Instead of a lost or fallen race, evolution shows us the magnificent development of humanity from primitive savagery. The strides from the River Drift men to the Anglo-Saxon gives a joyful assurance of the future. It enables us to look over the checks and retrogressions, and still work on in faith. It calls back into our life and work the God of certainty and love; the Father and the Christ; the Origin and Support of evolution. "Legislators, artists, discoverers, inventors, and teachers—a long line of the great and the good, testify not the fall, but the magnificent ascent of the human race." Every new truth discovered is just so much more known of God; and every higher adjustment of the individual or of social life is another step in the ascent of humanity. That the gain is positive and not theoretical is the general conviction of all educated thinkers.

Not long since, speaking to an editor of a great daily, I said "What is happening? How comes it that the daily press no longer, unless with vulgar exceptions, sneers at political morals? I see editorials nowadays on all ethical questions." "What is happening everywhere," he replied. "A man is a fool who cannot see the mighty moral progress of the last generation. What is happening with our schools—with our colleges? Forty years ago our students thronged the saloons and the vile dens. Now, sir, your school boy who is found in such places is the rare exception. And the fight is on for a good deal more of a change. Modern education exalts the body; makes it as sacred as the mind; and we are on the right track for much more work of the same sort ahead!"

He said more to the same effect, and I believe he was correct. Our colleges have a burden of medievalism to get rid of before best results of science can control them.

Paternalism has yet to be displaced by fraternalism, and the old toggery of gowns to be relegated to the educational museum. Yet you cannot miss the fact that our higher schools are imbued with the idea that they have more to do than to educate the intellectual faculties—that they have to provide for social salvation by means of their pupils. The leavening of society is closely associated with university reform. The key of the whole upturning of reform is that evolution has filled us, not only with the knowledge of eternal past progress, but elevated our purposes with the certainty of eternal progress ahead. The old Greek maxim, "Eat, drink, and play; for nothing else is even worth contempt," became, "Live well in order to merit Paradise." But evolution says "Learn the truth, work and will rightly; because ye are in truth the children of God."



### Daintily Serving.

By AMY C. SCAMMELL.

Don't you believe there would be fewer bibbers if wines were always served in rusty dippers? And don't we, teachers, know that we have better sales at the school counter when we pass out knowledge in our best cut glass and silver? For children are epicures. They easily become dyspeptics by being forced to take what they do not relish, but what they might learn to enjoy if delicately served.

We have the child who cannot build his lesson well upon paper that has a rumple or a microscopic spot. Shall we cultivate his "fussiness" by changing the paper at his asking? We would better, if we count on his success at our hands. We must, if we are just. For has not the

child the right to lay his own foundation, to choose the receptacle of his knowledge?

We have seen knurly and diseased apples brought into school for children to divide in early fraction work.

Whose fault was it that the children did not believe that those three pieces of apple must be exactly alike to be called thirds? For they could not see any way to make them alike, unless they cut straight thru a knot or a wormhole. A sensitive child will always "go around," rather than do that. Healthful, coaxing fruit, and a bright, keen-edged knife are conditions of easy fraction-teaching. Children enjoy the illustrated lesson as they do the picture story book; but the illustrations must be in harmony with their tastes, or they are not impressive.

In many rural schools the slate still holds its own, and with it the old adage, "A good cipherer sharpens his own pencil." So forty little doubters file away at "tables," and "sums," trying to prove if it be so. All the while the nerves dance, the real witch dance, to the creaking of the broken and blunt pencils. Can there be concentrated thought under such a condition?

Solomon's temple yet stands as a building model for the teacher. For it was built of stone *made ready* before it was brought thither. Consequently, no sound of tool was heard in the house. So the child temple builds best in outward silence.

Lead pencils that write with a too light or too heavy marks, pens that "scratch," ink, too pale, or too black. Can we realize what tribulations they are? Yet, in our busyness we pass them over just long enough to disturb the equilibrium of our careful little people for all day.

The unpleasant explosives attending a cough or a cold, the frequent use of the untidy handkerchief, the furtive using of saliva instead of water, for cleansing, these, and others, cause a nausea that needs the doing and the saying of many refined and beautiful things to make the "nice" children forget.

Not easy to cure the children of the slough? Yet, since the school is a sanitarium, it must be done. School habit must be made to counteract home habit.

The true physician-teacher notes symptoms, and checks in incipient stages.

So easy it is to offer lovely service in an unlovely spirit! The attitude, the expression, the tone, may make the opening exercises of the day a sweet baptism of love to the child, or a meaningless ritual. At no moment in the day, is *naturalness* more to be desired, or *cant* more to be condemned.

Variety is not only the spice of school life, but it is the salt which a child must have, in order to be healthy, and the confection in which he ought to be indulged. Let him have it, then, on the school walls by the frequent changing of mottoes and pictures.

Let him hear variety in story and in song, in indoor game and outdoor sport.

Give the children variety by occasional change of seats. The refined little girl wishes that "somebody different" could sit in front of her. She says so only to mamma, and mamma understands, and cannot blame. Some day the teacher makes a change, and the health, happiness, and school work of two children are multiplied thereby.

Billy, the rogue, and Benny, the rogue, are one everywhere except in the school-room. There, for obvious reasons, the teacher divides them. Some day, while watching them upon the playground, an inspiration comes to her to seat them side by side in school, on trial, of course. The two boys are jubilant and grateful. The change works what no punishment or device could do. There is but one boy to guide where there were two. No further telegrams across the school-room. They have just all they want now, each other's presence, and hereafter they will be self-regulating.

The serving of praise and of censure must be opportune to be helpful. The children of an ungraded school were singing in the presence of visitors, a favorite song. They sang with spirit, yet a little thoughtlessly and their voices did not blend. In the middle of the sweet-

est stanza, they were stopped and severely reprimanded by the teacher. The charm of the song was gone. The lessons it taught were lost. The children never called for that song again.

How, when, and where to serve! Three problems well worth the teacher's effort!

## A Course in Morals and Manners.

The following course in morals and manners is that used in the Anderson, Indiana, public schools:

### First Grade.

1. Obedience to parents and teachers.
2. Kindness to parents, brothers, sisters, playmates.
3. Unselfishness—sharing playthings, etc., with others.
4. Love of parents.

### Second Grade.

1. Truthfulness—give numerous illustrations to enforce the lessons.
2. Kindness to animals—read "Black Beauty."
3. Cleanliness of person and dress.
4. Pleasant voice and pleasing manner.
5. Love of home.

### Third Grade.

1. Cheerfulness and the advantage it is to one's self and the happiness it brings to others.
2. Honesty and its rewards.
3. Respect for parents, teachers, strangers, and old people.
4. Good habits—also some things we wish to avoid, as swearing, smoking, chewing, the use of coarse language.
5. Love of the flag.

### Fourth Grade.

1. Self-respect—the qualities that a person must have before he will respect himself.
2. Some of the rights and privileges of children.
3. Respect for the rights and privileges of others.
4. Politeness at home, at the table, or on the street, in company.
5. Letters of recommendation—good habits, the best recommendation a boy or girl can have.

### Fifth Grade.

1. Industry—its necessity, its benefits, its rewards.
2. Promptness and regularity.
3. Economy and its relation to getting on in the world.
4. Justice. Examples of justice should be taken from the home, the school, the playground and society. The idea may be enforced by examples of injustice.
5. Mercy. Pupils should be taught to temper justice with mercy. Illustrate by the story of the unjust judge noted in the Bible.

### Sixth Grade.

1. The necessity of labor.
2. The rewards of labor.
3. The dignity of labor. Children should be taught to honor the man or woman who works.
4. Unselfishness and its corresponding vice, selfishness.
5. Reverence for the aged, for those in authority, and for God.

### Seventh Grade.

1. Respect for and obedience to law.
2. Why laws should be obeyed.
3. Property rights—regard for the property of others.
4. Duty of the strong to the weak.
5. Temperance and sobriety.

### Eighth Grade.

1. Freedom—political, religious.
2. Patriotism—what is it? How should we show our patriotism?
3. True manhood and true womanhood.
4. The ideal family.

### High School.

1. Duty to family; (2) to society; (3) to the state; (4) to self; (5) to God.

The presentation of these various topics should be illustrated by examples from life, as well as thru literature in the form of beautiful songs, poems, and stories, and the superintendent says:

"I wish to commend especially the reading of the Sacred Scriptures as an essential part of the moral training of children."

## Civics in Elementary Schools.

By FRANK ANDREWS, Rockville, Md.

The study of civics means the study of the principles of government. And we believe that no pupil should leave school without having learned something about the government of which he is to be a part. He is to vote on one side or the other of the great questions that now confront this nation or that will arise during his lifetime. We do not know in which school or under the guidance of what teacher is the boy whose statesmanship may, at some future time, lead this country safely thru one of the darkest hours of her history. But, this we do know: many of the pupils under our care will be voters. They will become part of the foundation of our government; in their hands will be the selection of the law-makers for the next generation, and these law-makers will be guided in no small degree by the voters who elected them. We do not know which of us teachers are training the statesmen of the next generation; but we are certain that all of us are helping, in some way or other, to prepare for their duties, the men and women who are to become the foundation of the republic.

It is sometimes argued that the teaching of civics belongs to advanced classes, and that those pupils who do not reach the high school or academy must receive, in the study of United States history, all the civics that they will have time to learn. I wonder whether those who

### CIVICS IN HIGH SCHOOLS AND ACADEMIES.

(1897-8.)

*Public and Private Institutions.*

RANK.	STATES AND TERRITORIES.	SCHOOLS REPORTING.	SCHOOLS WHERE CIVICS IS TAUGHT.	PER CENT.
	United States,	- 7305	5114	.70
1	Iowa,	- 370	339	91.62
2	Nebraska,	- 239	215	89.95
3	South Dakota,	- 36	31	86.11
4	Ohio,	- 652	552	84.66
5	Michigan,	- 303	254	83.82
6	Wyoming,	- 6	5	83.33
7	Kansas,	- 191	159	83.24
8	Wisconsin,	- 208	173	83.17
9	Louisiana,	- 45	37	82.22
10	Illinois,	- 390	317	81.28
11	Vermont,	- 78	63	80.76
12	North Dakota,	- 26	21	80.76
13	New York,	- 572	457	79.89
14	Washington,	- 48	38	79.16
15	California,	- 159	125	78.61
16	West Virginia,	- 42	33	78.57
17	Texas,	- 263	203	77.18
18	Nevada,	- 8	6	75.00
19	Indiana,	- 378	282	74.60
20	Delaware,	- 17	12	70.58
21	Pennsylvania,	- 427	300	70.25
22	Kentucky,	- 148	103	69.59
23	Rhode Island,	- 29	20	68.96
24	Missouri,	- 281	192	68.32
25	Massachusetts,	- 323	213	65.94
26	Maine,	- 189	123	65.07
27	Montana,	- 19	12	63.15
28	Idaho,	- 13	8	61.53
29	Minnesota,	- 142	87	61.26
30	Mississippi,	- 135	82	60.74
31	Florida,	- 30	18	60.00
32	New Mexico,	- 7	4	57.14
33	Colorado,	- 44	25	56.81
34	New Hampshire,	- 81	46	56.79
35	Utah,	- 18	10	55.55
36	Oregon,	- 32	17	53.12
37	Arkansas,	- 72	38	52.77
38	Connecticut,	- 130	68	52.30
39	New Jersey,	- 155	79	50.96
40	Oklahoma,	- 4	2	50.00
41	Tennessee,	- 195	95	48.71
42	Indian Territory,	- 12	5	41.66
43	Maryland,	- 85	34	40.00
44	District of Columbia,	- 24	9	37.50
45	Alabama,	- 114	41	35.96
46	South Carolina,	- 119	42	35.29
47	Arizona,	- 3	1	33.33
48	Georgia,	- 172	50	29.06
49	North Carolina,	- 125	33	26.40
50	Virginia,	- 146	35	23.97

CIVICS IN PUBLIC HIGH SCHOOLS.  
(1897-8)

Rank	States and Territories.	Schools Reporting	Schools Where Civics is Taught	Per Cent.
	United States	5,315	4,133	77.76
1	Iowa	326	300	92.02
2	New York	367	336	91.55
3	Wisconsin	182	165	90.65
4	Nebraska	225	203	90.22
5	California	96	86	89.58
6	Rhode Island	16	14	87.50
7	Ohio	598	523	87.45
8	Michigan	282	244	86.52
9	South Dakota	29	25	86.20
10	West Virginia	28	24	85.71
11	Pennsylvania	292	249	85.27
12	Kansas	176	150	85.22
13	Illinois	328	277	84.45
14	Kentucky	61	51	83.60
15	Idaho	6	5	83.33
16	Vermont	55	45	81.81
17	Washington	36	29	80.55
18	Texas	192	154	80.20
19	Wyoming	5	4	80.00
20	North Dakota	24	19	79.16
21	Delaware	14	11	78.57
22	Indiana	349	265	75.93
23	Massachusetts	227	171	75.33
24	New Jersey	85	64	75.29
25	Nevada	8	6	75.00
26	{ Utah	4	3	75.00
27	{ New Mexico	4	3	75.00
28	Missouri	201	143	71.14
29	Louisiana	20	14	70.00
30	Oregon	13	9	69.23
31	Maine	154	103	66.88
32	Montana	15	10	66.66
33	Indian Territory	3	2	66.66
34	Mississippi	85	55	64.70
35	Arkansas	48	30	62.50
36	Florida	24	15	62.50
37	Colorado	39	23	58.97
38	Minnesota	112	66	58.92
39	Connecticut	68	40	58.82
40	New Hampshire	52	30	59.69
41	Tennessee	93	50	53.76
42	{ Arizona	2	1	50.00
43	{ Oklahoma	2	1	50.00
44	North Carolina	14	6	42.85
45	Alabama	48	18	37.50
46	South Carolina	85	31	36.47
47	Maryland	46	15	32.60
48	Georgia	105	31	29.52
49	Virginia	66	16	24.24
50	District of Columbia	5	1	20.00

take this stand have ever taken the trouble to inquire into the work done in civics by the high schools and academies in the United States. In 1898, U. S. Commissioner Harris collected information on the subject from 7,305 of these schools of which only 5,114 taught civics. According to these figures in only seven out of every ten high schools and academies in the United States are there classes in civil government.

Of the fifty school systems in this country that of Iowa stands first in the percentage of secondary schools in which civics is taught; and most of the states, which occupy the first ten places on the list, are situated between the Rocky mountains and the Alleghanies. The thirteen original states occupy places farther down the list, only one of them appearing above the twentieth place and most of them below the thirty-seventh.

But these figures refer to both public and private secondary schools. From the same report it appears that in nearly 78 per cent. (77.76+%) of the public high schools of the United States, civics is one of the studies. This is a fair increase over the percentage for all the secondary schools, both public and private, which was 70 per cent.

When public high schools alone are considered there are marked changes in the relative rank of some states, in the percentage of schools in which civics is recognized. Iowa still holds the first place, with the high percentage of 92.02; but New York rises to the second place. For, it was in her private secondary schools that civics was not so generally taught. Her public high schools almost universally recognized the importance of civics.

An advanced course in civics belongs to high school work and should not be neglected. Yet here are the official figures and they fail to show that this subject is taught in those schools as much as it should be. So it seems, that many of the pupils, who leave the lower grades to enter the high school or the academy, leave also the study of their own country. For they learned something of this in United States history. But the pupils who leave the grammar school to go to work for a living it is believed, far outnumber those who are fortunate enough to enter advanced classes; and it is for the sake of those less fortunate ones that civics ought to be taught in the elementary schools.

To introduce civil government as a separate study, even in the highest grade of a grammar school, might not seem practicable in many cases. The course of study might be such that the introduction of a new branch would not be desirable. For there is danger in the multiplication of studies. In such a case, the pupils can get a fair knowledge of the principles of our government from the proper study of United States history.

There are some periods of our country's history, which are especially rich in information about the growth of our form of government. For our political institutions were not made by man's hand alone; they grew up under what some of us believe to be the guidance of a stronger and wiser hand than that of man. One of these interesting periods extends from the settlement of Jamestown to the adoption of the constitution of the United States, from 1607 to 1789.

In these years, we find the growth of *written constitutions*, of fundamental laws that were beyond the power of the officials of the government to change laws made by a power greater than that of the officials who were to serve under their provisions. At first, that higher power was the king of England; it was from him that the colonial governments received their power, in name if not in fact. The written constitutions which the king made for the colonies, were called "charters." But, after the Declaration of Independence, the people of each state granted the charters, and called them constitutions. The charter of Connecticut was so liberal, that it was but slightly changed when it was made into a constitution, by the people of that state. The charter had acknowledged the power of the English king; and it was changed merely enough to declare that the powers of government rested with the people who were governed. Rhode Island formed its first state constitution in the same way. The other colonies, also were guided by their charters in the formation of state governments.

This making of the first state constitutions was begun just after the Declaration of Independence was signed, and was completed about one year before the surrender of Cornwallis. Those changes in state government marked another stage in the political development of the nation.

Another matter of interest in the history of the colonies is the legislatures. Now, the first legislature of Maryland met in 1634, the year in which the colony was settled; and that assembly had the approval of the king. But in Massachusetts the legislature met for many years before the king authorized it; for it was in the charter of 1692 that the legislature of Massachusetts was recognized by the king. In Rhode Island, also, and a few other colonies, the legislatures had been in existence for some years before they were authorized by the king. In later colonies, however,—in those founded after the accession of Charles II.,—the first charters provided for the legislatures. Among these later colonies were the Carolinas and Pennsylvania.

Now our school histories may not explain these things in full; but they give enough facts to serve as hints for further study. For instance, the account of Patrick Henry's speech in the House of Delegates of Virginia, presents a word picture of a colonial legislature in session on the eve of the Revolution. When the class has learned the lesson containing the account of this speech, the teacher might have an opportunity to say a few

words about colonial legislatures. Of course the best method of telling these things to a class would depend upon circumstances. One method might suit some classes and not suit others. For myself, I find that when I give talks to a class it is better to note down the points as I tell them, and require the pupils to do the same; and when the class is questioned at the next recitation on the subject of the talk, the answers are apt to be satisfactory. But unless pupils are required to recite upon the subject of a talk they are not always apt to be attentive, or to remember what is told them.

These talks in the history class on civil government may serve to give a class more information; but the pupils ought to learn to think for themselves, and to be on the lookout for historical facts that have some direct connection with government. An effective way to help train them in this direction is by means of questions such as these:

- Who appointed the governor of Maryland before 1776?
- What were some of the duties of the governor?
- When did the first Maryland legislature meet?
- What is a legislature?
- Who were the "patroons" in New York?
- What powers did they have?
- Who gave these powers to the "patroons"?

The history class is the place to teach history. Civics has a place in the study of history, and that place should be respected. It is important that the principles of government be learned in connection with events which illustrate them; but it is also important to learn history in its relation to geography, industry, and ethics. I do not claim that civics should receive all the attention of the history class, but I am pleading for a due share of the work in history to be devoted to the study of the principles of government.

In summing up this part of the subject let us notice three points: (1) A general knowledge of our form of government can be gained from the study of United States history; (2) Talks on civil government, by the teacher, can be made valuable to the class; (3) The practice of questioning the history class on subjects connected with civil government may cause the pupils to study with that in mind.

An earnest attempt to teach civics in the history class will yield some good results; but a class in civil government ought to be organized in every "elementary" school where the course is not already too crowded. I do not believe that sixth grade pupils (aged eleven or twelve years) are too young to make good use of such a book as S. E. Forman's "First Lessons in Civics," Judson's "The Young American," or other works of like kind. It is Dr. Forman, author of the first named book, who has succeeded in applying a sort of "laboratory method" to the study of civics. This method was used in my school last year, and with satisfactory results. We can hardly expect any text-book to give us all the details about our particular local government; and the omissions of the text-book afford opportunities for original work to be done by the pupils. One subject of investigation might be "Local Taxation," and the teacher might prepare some such questions as these:

- What kinds of property are taxed in this county?
- What property is not taxed?
- Is there a poll tax here?
- What is the tax rate?
- When are the next taxes due?
- Who levied them?
- Who is to collect them?
- Who gave these persons the right to levy and collect taxes?
- What is done when a person does not pay the tax due on his house?
- For what purposes are the taxes used?

This would be a long lesson for some classes, but they might inquire about a few things at a time, until all the questions were answered. Or the lesson might be on Congress, and some such questions as these might be given:

What is the number of this Congress?  
When did the "First Congress" meet?  
Who is speaker of the House of Representatives?  
Who now presides over the United States Senate?  
How was he chosen?  
Who usually presides over the senate?

These exercises in investigation are invaluable for developing an interest in government; and not a little good is derived from the increase of the power of independent thought. In short, much of the good that results from laboratory work in physics may be expected from the use of this method of investigation in civil government.

We have noticed the historical side of civics, and the application of a "laboratory method" to its study. Let us take but a glance at the most important part of the subject,—the *ethics* of government. Our pupils must understand the government, but they must also be trained to have right principles concerning it, if they are to be good citizens. It is in moral training, that we must trust for the making of the men and women who are to uphold the right in this country. Moral training, to give the desire for good, and instruction in civics, to give the knowledge of the affairs concerned, should be united in our teaching of civics. And, finally, should I be limited to the teaching of but one principle, that principle would be "*obedience to the law*";—obedience to the law at school, at home, in public places. The law must be respected; it must be held in awe. If it is wrong, have it repealed by the proper authorities. But the law represents the will of the people. Obey it, and the republic is safe; disregard it, and the nation is lost. Let our pupils learn this principle, let them feel its importance, and we may then expect the next generation to know nothing of lynchings, riots, and such disorders, that are but too common to-day.



## Use of Environment in Teaching.

By FRANK OWEN PAYNE.

In spite of the teachings of Comenius and all the other leaders of educational thought for ages past, it is not until our own day that teachers have come to a realizing sense of the value of environment as an educational factor. And even now, teachers are everywhere neglecting to use means, which, if rightly employed, would result in better instruction.

There is in the environment of every school-house, outside of our crowded cities, material for instruction in almost every department of natural science and of human activity. In a literal sense, the school-house, *every school-house*, is located in the midst of innumerable things which may be drawn on as aids in all the lines of school work.

Let the teacher remember that the school district is not an isolated portion of space existing under laws peculiar to itself, but rather that it is part and parcel of one great whole, that the same laws hold there as elsewhere, that given certain causes, certain effects will follow, that he who knows even his school yard *intimately* knows a good part of the world as well.

### The Teacher's Preparation.

When a new teacher goes into a new district he ought to make it his first duty to obtain a correct idea of what his environment is to be. Nothing will win the respect of pupils sooner, than for a teacher to be able to tell them something about their own town, which they never knew before.

Two ways are suggested of how a teacher may go about this:

1. Use your eyes.
2. Converse freely with people.

The first way is always productive of the best and most lasting results. The amount of knowledge gained by this means will depend largely upon the accuracy and

previous training of the teacher's observing powers. But a carefully directed use of the eye will inevitably result in placing the teacher upon more intimate relations with the district in which he is to teach.

The second way has two decided advantages. It helps the teacher to get acquainted with the people. It makes him popular if he evinces an interest in the people and the history of the town. Old people are best to consult with. They never fail to enjoy telling about changes in the town and they love to relate incidents which in the hands of the teacher may be often employed.

#### Geography.

No study needs as much illustration from the child's own experience, as does *geography*. What source can be found so fertile in illustrations as what the child has himself seen? Surely there can be no definition on the pages of his book, which conveys so clear an idea as the real thing out there in the yard. When he studies of peninsulas, isthmuses, islands, and the various other things given upon the pages of his book, what can better be given as an illustration, than these very forms out where the rain pools of yesterday are still standing.

Every definition in the geography should first be developed from the actual thing as found somewhere near the school, for all these *are found* near every school-house in the land.

Many who study geography, have no *concept* of what they learned or pretended to learn then. When the writer was once making a tour of the Great Lakes, he fell in with a party of young people one of whom was a bride with her adorable spouse. On approaching Presque Isle, the island in front of the harbor at Erie, Pa., she was heard to remark: "Oh, is this land Presque Isle? Why! There's water all around it." On being told that in order to be an island it must necessarily be so situated, she evinced considerable surprise, saying that she never had heard of that before. Yet this young lady was a graduate of a reputable female seminary.

Almost every feature of the earth's surface, if we except volcanic phenomena, may be found in miniature in every school yard outside of the cities. Climate may be studied in its every phase. I fear that many teachers are often criminally negligent in their failure to use the means at hand. A school was once visited when a teacher was hearing a class in physical geography. They were discussing the various kinds of clouds. The teacher questioned from a book, remaining seated all the while. Pupils repeated in a sort of parrot fashion the language of the book. Outside overhead were great masses of cumulous clouds floating by, while farther away towards the horizon were long bands of cumulo-stratus clouds. What an opportunity to draw on environment for an illustration. Those very pupils who recited so glibly from their books could not identify the clouds at that moment floating over their heads.

#### Plants and Animals.

The same kind of reasoning applies to vegetation as well. What grows in that field? Why is it grown? Why grown *there*? Of what use to man? These are questions which will bring up soil, climate, and if pushed far enough commerce as well as many other topics useful and valuable to the pupil. Animals, particularly the fauna of one's neighborhood should be studied with great care. Insects especially should be studied. They are abundant, interesting, and easily caught and they deserve all the time that can be given them.

Let it not be forgotten that members of nearly every family of living things have representatives in your district. Thus the opossum, the rat, the cat, the sheep, and the hog, are all distinct types of mammal life. The owl, the robin, the hen, the heron, the crow, etc., may stand for as many different types of feathered tribes and thus the foundations of real zoology are laid in schools when that subject as such is not taught. Soils and the crops suited to each are part of the environment which should not be allowed to escape some study.

#### Commerce and Local History.

Commerce is best introduced by calling attention to a passing wagon. Where is Mr. Brown going? What has he in his wagon? Where did he get it? Where will he take it? Why? What will he get for it? What will he do with this money? What will become of Mr. Brown's load after he sells it? What are all these wagons, boats, trains, etc., for? Thus the idea of commerce as a means of conveying products from the producers to the consumer is clearly set forth. Barter, and the need of a circulating medium (money) then comes naturally to the front.

But not alone to geography and its kindred, the sciences, does this use of our environment apply. History—local history—comes in for its share of attention. Here, also local history must necessarily furnish material in its relation to the history of the country at large.

#### Making the Most of One's Environment.

How can the study of environment be best begun? To start with, the teacher must be an observer, an inquirer, and a collector. Take pupils to study processes, not mechanical processes only, such as may be seen by visits to factories where various articles are manufactured, but material ones as well. Thus the caving of a sand bank, the breaking up of ice in spring, the formation of deltas, in running water, the putting forth of buds in spring and the various other natural phenomena so abundant around every school-house, afford striking illustrations of truths hinted at in regular studies and often described.

The writer has been more than once told by teachers here and there; "I don't see how you can make so much out of nothing. You must live in a different place from this one and your school can not possibly be situated in such a barren place as mine is." Yet in the main all schools are alike as regards their environment. Excepting perhaps those in our large cities. In such places as New York, for example, where the immediate environment is brick walls, tin roofs, noisy streets and cramped back yards with their numerous clothes lines full of dingy looking garments, the environment does not possess as much opportunity for contact with nature. But even here are some things worth thoughtful study. What makes those clothes on yonder line become dry? Will they dry more quickly or more slowly on a colder day? On a cloudy day? Why? What different effect on a windy day? Will they dry sooner in the day or night? Of what is this pavement made? Whence do these bricks or stones come? How are they brought here? By whom? The various markets near the school furnish a wealth of material which would delight the heart of a country boy.

The lamentable fact is that no matter how poor our situation, no matter how barren (apparently) our environment may be we do not make the most of it. Poor as it seems, there is vastly more in it than the majority of teachers ever get out of it.

There is more in anything and more in everything than the casual observer dreams of. I have known college professors who would reject specimens purchased, because they preferred poorer ones procured near by the students themselves. How much more interesting all lessons become when the pupil discovers that they refer to his own experience. If it be indeed true that no teaching is good unless it is founded upon clear concepts, then is it not the duty of every teacher to lay under contribution every possible feature of the pupils' environment which can develop these concepts? How often have I seen pupils step to the window or cluster about their teacher in the yard, while some fact of nature was being studied. Then, having been satisfied, they would return to their work in the school-room, refreshed and invigorated, and all the better fitted to cope with the abstractions and intricacies of their text-books because they had already laid up within their minds a fund of concepts ready to be drawn up whenever occasion required.

**The School Journal,**  
NEW YORK AND CHICAGO.

WEEK ENDING OCTOBER 13, 1900.

**A College Disgrace.**

The return of the beautiful autumn days marks also the return of a youthful host to the halls of learning. As we watch in imagination the assemblage of the fifteen millions that compose this band, some at low sod structures in Kansas and Nebraska, some at log houses in Wisconsin and North Carolina, some at little red buildings where the country roads cross, some at handsome structures in the cities, some of the tiny ones carried by nurses to the kindergarten, some of them young men and women of mature height, bearing, and stature—we confess to a deeper sympathy for all these than for the other millions left at home. In them is certainly the hope of the household and the nation.

The one discordant note in the triumphal march of this army comes from the colleges where "hazing" is practiced. There is some of this still permitted at Yale. President Hadley would have done well if, when he was inaugurated, he had said: "No student shall enter who will not pledge himself not only not to commit the rudeness called 'hazing,' but discourage it in spirit and deed in others." If needful every student should be required to give a bond in addition to the pledge. Hazing can be broken up. The fault lies with the faculty; their winks at "hazing" are what perpetuates it.

The exchanges this year repeat the old story. At — they burned the out-buildings belonging to two neighboring houses. At Annapolis one newcomer was made to stand on his head; another was made to drink wine with quinine in it. At Columbia a freshman was made to sing and dance by sophomores while they played soda syphons over him.

All this is positively disgraceful. It is wholly antagonistic to the ideas which brought students together. If the sophomore class had met the freshmen and escorted them into town in carriages and had given them a welcoming feast, it would have been appropriate. The Boston *Herald* has pointed out that in the long and glowing history of the Institute of Technology "hazing" has never made its appearance. Nor does it exist at the normal schools. Away with the disgrace! An "educational" feature forsooth!

**Value of College Education.**

In an address on the subject, "Does College Education Pay?" President Thompson, of the Ohio State university, is reported to have said that "a college education is an absolute guarantee against poverty and distress." Such a statement could hardly go unchallenged. It is an exaggeration which *The New York Times* attributes to the professional habit of mind. College teachers who run up against very little contradiction in their special departments of work are very prone to these cocksure utterances. Most of their opinions suffer from the over-emphasis with which they are expressed. A college education is a good thing for the young man or young

woman who knows how to make use of it, but to say that it is a guarantee against poverty or any other misfortune is to talk nonsense.

**A Minister of Education.**

Near election time, especially in presidential years, one or the other educational journal feels the impulse for breaking a lance or two for the elevation of the national commissioner of education to a seat in the cabinet. Why not have a minister of education? it is asked. The fact that there is a secretary of agriculture, and that at least one political party has pledged itself to the establishment of a department of labor is viewed with jealous eyes.

THE SCHOOL JOURNAL is opposed to the plan. If there is to be special representation in the cabinet, the first move in that direction should come from the various teachers' organizations, especially the N. E. A. The cabinet officer, it should be remembered, invariably loses his position when a new president is chosen. His chief anxiety is not, as some people seem to think, the development of his specialty but to be the adviser of the president, and in times of great political excitement education would in consequence have to suffer. All scientific work carried on under government auspices is best promoted by the present plan of special bureaus under the direction of specialists who are practically assured life tenure. "Minister of Education" sounds well, but its importation into this country ought to be backed by more substantial arguments for its adoption.

The changes that have taken place in the ministries of education in the various civilized countries during the time that Dr. William T. Harris has been at the head of the United States Bureau of Education might be constructed into an overwhelming argument. Here is a paragraph from the recent report of the minister of state for education of Japan:

In January, Hamao Arata, minister of state for education, was relieved from office at his own request, and Marquis Saionji Kimmochi appointed minister of state for education. In April, Marquis Saionji Kimmechi, minister of state for education, was relieved from office at his own request, and Toyama Masakazu, president of the Imperial University of Tokyo, was appointed minister of state for education. In June, Toyama Masakazu, minister of state for education, was relieved from office at his own request, and Ozaki Yukio appointed minister of state for education. In October, Ozaki Yukio, minister of state for education, was relieved from office at his own request, and Inukai Ki appointed minister of state for education. In November, Inukai Ki, minister of state for education, was relieved from office at his own request, and Count Kabayama Sukeki appointed minister of state for education.

**Trials.**

It is a great problem—to be subject to the troubles and trials of life and not receive injury from them. Troubles and trials are inevitable; they cannot be evaded; they will not evade us. Now the school-room is a place where troubles and trials will enter; it is a place where the child learns how to meet troubles and trials. In our early years we are impatient under them; we learn after a time to submit to them because they are inevitable. The Mohammedan declares "God wills it," and submits like Job of old. Children need to be taught to under-

stand that trials, perplexities, disappointments, and distress are a part of life and that they must be met by composure and faith. To sit quietly and wait until recess comes is a trial to some children; not to speak to a neighbor is another. The point here made is that the teacher should train to *cheerful* endurance of school experiences.



### Overwork at College.

The Yale faculty has decided to appoint a committee to supervise the outside work of poor students. It has been found from experience that a great many young men, in their anxiety to earn their way thru college, do themselves serious injury by overwork. Several instances are recorded of brilliant fellows who carried the double burden of study and bread-winning for four years only to go out into the world physically incapacitated for future progress. It is the Yale policy to interfere as little as possible with the private life of students, but in these cases interference is believed to be justifiable. The young fellow who is able to make his way without help from his parents or relatives is rightly to be admired; yet he ought not to be allowed to work himself lasting injury.



### College Finances.

The value of the grounds, buildings, and apparatus of all the American colleges and universities is, according to Pres. Thwing, of Western Reserve university, about \$150,000,000; their funds for investment represent about the same amount. The financial management is excellent. Money is but very rarely lost thru bad investment.

Railroad bonds and mortgages are a favorite form of investment. Only two of the large universities, Harvard and Columbia have extensive real estate buildings. The income of Columbia from its New York city property is its mainstay, amounting to about \$425,000. In the West mortgages upon farm and city real estate are very frequently bought by the colleges.

It is an interesting fact that altho the great universities draw their students from all sections of the country, they usually derive their funds from local sources. Nearly all the recent bequests to Columbia have come from New York city. Princeton lately raised over a million dollars for its Sesquicentennial Fund, not a dollar of which came from New England. The largest part of the money given to Harvard has come from Boston.

A gift of a million dollars to an educational institution to-day is hardly more thought of and talked of than was the gift of \$50,000 half a century ago.



The construction of a "social hall" at Dartmouth is a most common-sense thing. It will be in effect a college tavern minus the "bar." There will be an office for each of the classes, freshman, sophomore, junior, and senior, the rooms to be of size suitable for class reunions, etc., and a large dining hall and restaurant. There are to be a reading room and a smoking room—answering as a general loafing room. Dormitories will be found on the upper floors. Daniel Webster was graduated from this college and the new hall is a memorial. A good thing to tell the boys.

### The Busy World.

On September 24 the Jewish New Year began of the date 5661; it is a great holiday with the Hebrews; ten days follow of special religious observances.

An increase of interest in the study of English is noticeable in the colleges; once students gave their whole time to Greek and Latin. In Yale, out of 320 sophomores 259 took English, 124 Greek, 203 Latin.

The cable companies will send messages to sailors and soldiers in China and return replies for one-half rates; the regular rate to China, between New York and China, is \$1.80 per word.

Patriotic citizens of Northeast Washington, D. C. (we suspect they are what Mr. Dooley calls "pathrites") are protesting against the presence in their school of a Chinese boy named Lin-Hing. His teacher reports that the boy is quiet, docile, and intelligent. Yet because some of his countrymen have murdered American citizens, he is singled out for persecution.

London has a Chinese sensation in the arrival of 1,200 laundrymen imported in opposition to established laundries. The Chinaman is by no means the familiar figure in England that he is in American cities, so that people find him a novelty. London laundries are notoriously inefficient.

The mowing of the enormous wheat crop of the West has begun. It looks like an impossible task, for hundreds of thousands of bushels are piled up in different sections awaiting shipment. Yet it will be done. The size of the yield can be dimly appreciated from the statement that the crop of Kansas alone needs over 130,000 ordinary freight cars and that these would make an unbroken procession extending from Kansas City to Buffalo.

The growth of our cities in population is even more remarkable among some of the smaller cities than in the case of the larger aggregations. Spokane, for instance, had 350 inhabitants twenty years ago; it is now a town of nearly 37,000 population. Butte and South Omaha trebled their population in the last decade, while the Pennsylvania towns McKeesport and Johnstown have quadrupled in twenty years. The only case of stagnation recently announced is Troy, which shows a slight falling off.

A writer in the *Lancet* gives some excellent advice to students and teachers regarding the preservation of health. In effect he says, "Find some time every day for exhilarating exercise and don't allow anything to interfere. The point is to arrange your time methodically. Charles Darwin, one of the most prolific of workers, was able to toil only a few hours each day; yet by concentration of effort he made at first hand scientific observations and records which would have occupied the whole working time of several men less gifted with his power of methodical application. Every student can learn a lesson from Darwin's life. He can plan his day so as to leave time for hard, sustained effort, light study or professional reading and out-of-door exercise. With such planning the health of the normal body can be kept at top-notch."

A great deal has been said against the Christian missionaries in China. They have been accused of meddling with politics, fomenting social discontent, thwarting the processes of Chinese law and of making hypocrisy profitable. Yet fairness demands that, even if this were true, their heroism and unflinching adherence to duty should be properly recognized. Mr. E. S. Martin says of them that "they have died as well as any group of Christian martyrs that we know of." A good many have died; how many we do not know yet; nor have we any but meager accounts of their end. But so far as we have learned, the Christians in China—native and foreign—have shown

stout hearts and a sure faith, and have faced whatever peril met them with an unflinching spirit."

#### Two Pictures of Mexico.

In many ways Mexico seems to be waking up. Four railroads, headed for the Pacific ocean, are now in course of construction. They will open up to civilization a vast and rich territory. In agriculture there are going on interesting experiments with the cultivation of rubber trees, which seem to show that a rubber farm, if carefully attended to, will yield from \$300 to \$500 per acre. There is besides a useful substitute for rubber, the sap of a small prickly shrub known as the guayule. Several firms are already putting this on the market.

What keeps Mexico back, in spite of opportunities, is the unreadiness of its inhabitants to accept improvements. American manufacturers of agricultural machinery are complaining that the Mexican *peon* cannot be brought to make any outlay for labor-saving devices. He can get plenty of cheap labor and is well content with things as they are.

#### Mosquitoes and Malaria.

The mosquito is coming in for a great deal of attention from medical men since the opinion has become general that he is responsible for much of the world's malaria. Prof. Robert Koch, a well-known Berlin bacteriologist, has been conducting experiments in New Guinea, where thousands of natives die every year from malaria. He announces from Hong Kong that he has discovered a very effective remedy for those afflicted with the disease, and a means of extirpating the mosquitoes as well.

In this same connection may be mentioned the interesting experiment with mosquitoes from the malarial regions of Italy. Some of these have been taken to London and allowed to sting certain persons who offered themselves as subjects for the experiment. In almost every case the victim has come down with virulent malaria.

#### Forecasting the Election.

One never knows who will be president until after the election. Both parties are busy figuring out the majority of electoral votes their candidates will have. Leaving out of account all extravagant claims it appears that Mr. McKinley has an easier row to hoe than Mr. Bryan has. The really doubtful states, with their electoral votes, would seem to be:

Kansas.....	10
Nebraska .....	8
South Dakota .....	4
Washington.....	4
Wyoming.....	3
Delaware .....	3
Indiana .....	15
Kentucky.....	13
Maryland.....	8
Ohio .....	23
West Virginia.....	6

97

The number of votes of which the Democrats are reasonably certain is 145, while the Republicans seem to be assured of 205. Necessary to a choice 224. It is evident, therefore, that if Mr. McKinley carries his own state of Ohio he will, according to this estimate, be elected. New York is still claimed by the Bryan managers, but as it gave a majority of 270,000 against Mr. Bryan in 1896, it will be seen that nothing short of a veritable landslide can carry it into the Democratic column.

#### A Model Labor Union.

The Window Glass Cutters' Union is composed almost entirely of native American workingmen who make when employed from five to six dollars a day. The glass

blowers among them earn in some cases as much as \$500 a month. The initiation fee of the union is twenty-five dollars and the dues are one per cent. of the wages. There will be at times as much as \$200,000 in the treasury. The relations with the manufacturers are almost uniformly pleasant. A joint committee from the union and from the manufacturers determines the scale of wages and the length of shut-downs which occur now and then as a result of over-production. In one case a manufacturer, being in financial distress, borrowed \$50,000 at four per cent. from the union treasury and was thus able to start up his works anew. The money was well secured and the loan was a good thing for both sides.

#### Settling With China.

Negotiations are already in progress among the European powers regarding the adjustment and payment of the indemnities to be exacted of China for the murder of Europeans and the destruction of property. The question of means of raising money for such purposes is said to be exceedingly difficult, for China is already the poorest nation per capita on the face of the globe and with the greatest difficulty raises its ordinary taxes. On the other hand the amounts demanded by the powers are likely to be very large. It is stated that the British interests alone in China are worth about \$2,500,000,000, and that very serious damage has been done them. The present net revenue of the Chinese government is only \$61,000,000, but it is believed that with an efficient and honest system of tax-gathering it would be easily thrice that.

#### School Census Figures Involved.

Omaha, Neb., cannot get over the fact of a decrease in population according to the national census statistics. The commercial club of that city has asserted the incorrectness of the government returns and calls in the school census as plain evidence that the city has grown. The number of persons of school age which in 1890 was 24,500, had gone up in 1900 to 30,165. This could hardly have happened if population had been stationary.

#### Pennsylvania Miners.

The idea that many have that the miners on strike in Pennsylvania are very poorly paid, are on the verge of starvation, and live in hovels is a great mistake. The Sun says:

"The average miner is just as intelligent, just as well clothed, just as well fed, and just as well housed as any other high grade workman. He is a factor in the local political system; is frequently a candidate for office; sits in the city councils, upon the poor boards, and upon the school boards; becomes a deacon in his church, or a Sunday school superintendent, and, in fact, performs all the duties of a responsible citizen. Many miners make as good wages as the best mechanics, and their homes are in very many instances models of neatness and comfort. A large proportion own their own homes and the more thrifty accumulate bank accounts and enjoy ease in their old age.

"Their sons and daughters attend high schools and training schools and become teachers and stenographers; and in the case of the men, doctors and lawyers and newspaper men. One of the most prominent members of the local bar, a graduate of Princeton university and a popular man in the highest social circles, who has just returned from Maine, where his eloquence upon the stump won him many newspaper compliments, is the son of a miner and worked about the breakers in his early boyhood. Nor is his case an exception. Several of the men who aspire to office in this county this fall either are the sons of miners or have been miners themselves. Millionaire John Jernyn worked in the mines when a young man and got his financial start there; and millionaire William Connell, who represents this district in Congress, was a miner when a young man and is apparently proud of the fact. Several Scranton clergymen picked coal about the breakers as boys.

"The miner of the anthracite region does not ask for and does not want pity, he seeks recognition. He believes that he has a grievance. They may remain out for a long time to vindicate this idea."

## Letters.

### The Pupils' Hour.

It is a good plan to set apart at least an hour each week in which the pupils themselves "run things;" at least it has been my practice for several years. I visited a school in Thirteenth street, New York, in 1877 where this was practiced; from that time to the present I have encouraged my pupils to get something ready for Friday afternoon. When the time comes I take a seat with the pupils and a pupil takes charge; he has during the forenoon made out a program and now proceeds to carry it out. (Of course he has advised with me, tho this is *sub rosa*.)

*Recitations.*—There will be pieces recited by the girls and boys, and these are usually short.

*Dialog.*—These are also short and oftentimes made up by the pupils; usually they are founded on some fact in family life; one of the most popular was entitled "The Sick Boy;" this boy was too sick to go to school, but his father at breakfast talked about going to hunt for ducks and he "let the cat out of the bag" by asking to go.

*Compositions.*—These are written for the occasion and are often "hits" at each other; "Description of My Seatmate" was a title often used. "Scenes in School" always provoked close attention.

*Singing.*—I encouraged them to sing different songs from those we had practiced. Four boys often sang some funny songs. One girl brought a banjo and sang. Then they persuaded a lady in the village who sang pretty well to come once in a while. This was a very pleasing feature.

*Exhibit of Objects.*—The pupils brought in curiosities and they were held up and talked about. This led to the formation of a museum. A large number of photographs of places and buildings have been shown.

*Stories and Jokes.*—I have drawn a distinction between this and the rhetorical exercises that take place monthly and which are formal and dignified. At the "Scholars' Hour" they give conundrums and perpetrate jokes and tell funny stories.

The advantages coming from this period lie in the bringing forward of persons that are wholly in the background at other times. I have had boys that no amount of prodding could induce to learn to speak a piece, but who were quite helpful on stories and jokes; and who thus got into the current and movement of the school.

I think it is important that they understand what the aim is; I say at the outset the exercises are wholly for pleasure and not for educational purposes. I want them to feel that school life is not wholly formal and methodical; that I enjoy fun and merriment too. The difficulty is that if there is not care there will be boisterousness and confusion; they must be educated to know how to draw the line. I tell them what would be done by a cultivated society in a parlor will do for us. They invite their friends, and ushers seat them. At just three o'clock the bell strikes, the "hour" is over; I take the platform, make a few comments, we sing some well-known pieces and are dismissed.

E. LOUTREL.

### Physical Exercises.

The value of a physical exercise depends as much upon the position of the pupil as upon the execution of the movements. Here are a few exercises which will prove beneficial in securing a proper position. These few movements if persisted in, will gradually, but certainly, give a graceful, erect carriage:

#### POSITION FOR EXERCISE.

Heels together and on a line, toes pointing well out forming an angle of about forty-five degrees; knees straight, weight of body resting evenly on both hips, shoulders well back; hands hanging naturally at sides; back of hand out; head well up, do not thrust out chin. This position brings head, shoulders, hips and heels about

on a perpendicular line. *Do not force the pupil into a cramped position.*

#### FIRST EXERCISE.

1. Keeping elbows straight raise arms from sides until they meet over the head; palms together. 2. Bring arms slowly down to sides at the same time forcing hands, arms and shoulders backs far as possible, thereby expanding the chest and inflating the lungs. Repeat.

#### SECOND EXERCISE.

1. Raise arms from sides to a horizontal position. 2. Close fists and flex elbows so that the fists are over but do not touch the shoulders. 3. Force fists backward, at same time bring elbows slowly down to the sides. Repeat. This and the preceding exercise, if properly executed seldom fail to produce a number of deep breaths, or yawns, from the pupils.

#### THIRD EXERCISE.

1. Arms extended horizontally from sides. 2. Keep elbows straight and clap hands in front. 3. Swing arms horizontally backward as far as possible, at same time raising heels from the floor. Repeat, counting, "one," "two," "one," "two," or words "front," "rear."

#### FOURTH EXERCISE.

1. Arms extended horizontally from sides. 2. Elbows flexed, tips of fingers resting lightly on shoulders. 3. Keeping fingers on shoulders, strike elbows together in front of chest. 4. Swing elbows backward. Repeat 3 and 4 rapidly, using words "front," "rear."

#### FIFTH EXERCISE.

1. Raise forearms horizontally along sides, fists closed, back of hand down. 2. Thrust arms forward full length at the same time reverse fists, bringing back of hands up. Count 1, 2, 1, 2, etc.

#### SIXTH EXERCISE.

1. Arms extended horizontally from sides, palms up, fingers extended and separated. 2. Close hands. Count 1, 2, 1, 2, etc.

#### SEVENTH EXERCISE.

1. Hands on hips, thumbs to front. 2. Raise on toes to full extent. 3. Let weight of body gradually settle back on heels to prevent a jar.

#### EIGHTH EXERCISE.

1. Hand on hips same as last exercise. 2. Head turned to the right without moving body. Head to the left. (Should be executed rather slowly.)

The above exercises are amply sufficient for a daily drill. Always insist on proper position as well as execution.

Minnesota.

ROBERT S. MCBRADY.

### Changes in Children's Reading.

Attention has recently been called to the gradual disappearance of the old-fashioned children's magazine. *Wide Awake* long since ceased to be published. *Harper's Young People*, after a short career as *Harper's Round Table*, gave up the struggle a few months ago. *The Youth's Companion* has admittedly changed its scope so that it now appeals rather to youth than to childhood. *St. Nicholas* is almost the only one left of the old group of favorites. The reason for the eclipse of the juvenile magazines is stated by a prominent publisher to be two-fold: (1) The children have become fonder of the English classics than formerly. Thirty years ago it was only the precocious who read Scott and Dickens at the age of twelve; now, perhaps on account of the increased study of good literature in school, it is no unusual thing to find young children interested in the masterpieces of literature.

(2) A second reason is found in the great attractiveness of many of the contemporary juvenile books. These the child can borrow at a public library and enjoy without interruption, while the story in a magazine drags on from month to month. As a rule the children of to-day are reading books rather than magazines.

F. C.

New York.

## Notes of New Books.

### History and Literature.

Four books have recently been issued, each of which presents history from a different point of view from all the others. One who should read Goldwin Smith's brilliant volumes, entitled *The United Kingdom: A Political History*, as his first book in English history, could not anticipate so utterly different a treatment of the same history as we find in Coman and Kendall's *History of England*. The two books read like histories of different nations. Goldwin Smith is marvelously vivid, surprisingly human, in every line of his writing. He is the literary master, the artist in words. His temper is dramatic. He knows life and feels its thrill. He understands good and evil, joy and sorrow, ideals and sins. His pictures are warm and bright and solid as tho of living men. His is really the story of England as a whole, of England as a state, as the state which sustains to-day, after centuries of patient, earnest effort in development, the greatest world-empire in human history.

If Goldwin Smith were a novelist, he could scarcely make a novel more absorbing, page by page, than is this work. And precisely for this do men criticise him, that he is a master workmen in letters, that he does write historical literature. This great professor of history, who also has been for half a century one of the greatest political authorities of the Anglo-Saxon race, is no dry-as-dust annalist; nor does he appear to be a scientific and dispassionate investigator caring only for the facts and truth. He uses history as an instrument for teaching men wisdom. This is both his weakness and his strength.

This Political History will live. Men will read it for the same reason that they read Macaulay's England; because it entertains while it instructs. And they who read it from beginning to end will have in their minds the vast panorama of a thousand years and ten thousand scenes spread, scene by scene and year by year, before their amazed eyes. And closing the book they will marvel at the creative skill of this revealer of real men and women and plots and movements in England's history, and rightly will they call the author, historian, philosopher and seer. (Macmillan, 8 vols., 2 Vols. pp., 650,483. Index. Price, \$4.00 for set.)

The text-book by the professors of history in Wellesley college is of excellent workmanship. Here we have English history patiently, intelligently developed and balanced, paragraph by paragraph, topic by topic, chapter by chapter, for the earnest perusal of the student. There is a just and competent selection of topics, facts, and principles to be considered. The style is clear and interesting. Many illustrations suggest the historical atmosphere of ancient men and times. The maps are numerous and fine. We have here sample autographs of great men; a whole page of Cromwell's handwriting is reproduced. There are many references to standard authorities, and the evidence of the historical spirit, which values truth above emotional enthusiasm, is abundant and unmistakable. This text-book is one of the very best examples of fine historical writing for schools. Everything here is suitable for youthful minds. (Macmillan, 507 pp., 8vo. Illustrated. Leather back.)

Dr. Burns, in his *Story of English Kings* according to Shakespeare, presents an example of history altogether unlike either of the preceding examples. Here the dramas of Shakespeare, the greatest mind of the English race, are drawn upon as offering material by which to interpret the causes and processes of English history. These lines are not history in any scientific sense. No reasonable person relies on even this greatest poet for the truth as to the character of Richard II or Henry VIII. At best these portrayals are hypotheses, framed by an immortal genius in his endeavor to explain the past of his own great nation. And yet who can say that Richard II was not a moral philosopher? and Henry VIII not quite as much the creature of others' plots as a selfish politician and pleasure-seeker? May it not be that Shakespeare, living within a few generations of these Richards and Henrys, came by tradition to closer knowledge of their souls than ever can modern investigators by study of "sources"? However we may decide these questions, we must welcome this useful and discriminating compilation. The many full-page illustrations are uncommonly good; and add to the attractions of a book which has a clear right to a place in any library of English literature and English history. (Appleton, 12mo., 272 pp. Illustrated.)

*Seignob's Political History of Europe Since 1814*, translated by Professor MacVane, is a signally successful treatise in nine hundred pages. The author says apologetically that space and

time have prevented his attempting to write more than a "manual." The reader gets an impression that here is much more than a mere "manual." He finds rather a book worthy of another phrase of the author, "an explanatory history of political evolution, including non-political facts, in all cases where they have reacted upon political life."

The first twenty-one chapters take up the European nations in their geographical order. The next six chapters review those movements which have spread over all Europe. The last chapter is a summary of European evolution in its totality. Bibliographies are arranged topically at the close of each chapter.

There is no literary pretension about this book; but the literary quality is here, doubtless only because the author sees events vividly and can express himself compactly and clearly, for in every line is evidence that truth is the sole aim and everything else is nothing. This volume is neither a text-book nor an essay in European political philosophy; it is a scientific presentation of scientifically collected facts. There is nothing else in its field like it; so adequate is it that no other volume is needed. One of the best results of the new method in history is that its apostles do not work over the same territory again and again in competition, but that each takes his department and leaves others theirs. It may be desirable to have a political history of Europe in smaller compass or in greater compass; for its size this volume is admirable. To read it is a liberal education in nineteenth century European politics and policies, domestic, colonial, and international. Such a book one remembers with that great pleasure which comes from confidence in the historian's impartiality, catholicity, and insight. It goes to disprove the proposition that only men of later generations can write history without bias. This proposition is fallacious; the bias of contemporaries can be demonstrated, easily. Who can demonstrate as easily the deficient judgment and the partisanship of those who discourse upon men long since dead and on events in the inevitably dim limbo of the past? (Holt & Company. pp. 881, 8vo. Price, \$3.00.)

WILLIAM E. CHANCELLOR.

### Physics.

*A Brief Course in General Physics Experimental and Applied.* By George A. Hoadley, A. M. C. E., professor of physics in Swarthmore college. Teachers of physics are coming to realize that laboratory work alone is as faulty as recitations alone, since it fails to give definiteness to the subject. Prof. Hoadley has written his text-book upon the plan of a judicious combination of recitations and experimentation. The definitions are clean and exact; he has treated the general properties of matter as a basis and made the transformations of energy very plain. The mathematical formulae which express the general principles are deduced by methods which all pupils can comprehend, and show the true function of the equations as tools to demonstration. The insistence upon the graphic method for recording and comparing results gives familiarity with the curve as an instrument of precision. Measurement is made fundamental in electricity. (Cloth, 12mo., 463 pages. Illustrated. Price, \$1.20. American Book Company, New York, Cincinnati, and Chicago.)

L. R. F. G.

### The Golden Mean.

By CHARLES W. STEVENSON, Missouri.

There's a golden mean in the midst of life

If the head and the heart will find it;

And ever the harvest is rich and ripe

If the reaper is quick to bind it;

There's content and cheer, and a kind goodwill,

A joy in the giving of pleasure,

There are days of toil and rest, and still

There's a time for counting treasure.

You must not hurry, you must not lag,

But ever be up and doing;

You must not strain, and you must not flag,

But a system keep pursuing;

Just keep right on at the task you set,

The winner must never waver,

And the man will seldom have much regret

Who has no fear or favor.

There's a golden mean in the midst of life

But you cannot bully or buy it;

It's away from the burden and heat of strife

And you never know till you try it;

You never know till you come right down.

To humble, honest living,

With no great wealth or wide renown,

But the spirit of forgiving.

## The Educational Outlook.

### Negroes Using their Education.

A statement has been going the rounds of the press to the effect that out of 1,200 negro students educated at industrial schools only twelve are engaged in farming and only three are working at the trades for which they have been specially educated.

That this statement, whether true or not, does not concern the Tuskegee Normal and Industrial institute is brought out in Prin. Booker T. Washington's latest annual report. He shows that in the town of Tuskegee alone, the home of the institute, there are thirty-five graduates of the school, every one of whom is working at a trade he learned while a student. Following the graduates and former students who have gone further away, he finds that at least three-fourths of them are actually using during the whole time or a part of the time the industrial knowledge which they gained here. Even those who do not use this knowledge in making a living use it as housekeepers in their homes, and those who teach in the public schools use it in helping their pupils.

One important conclusion arrived at by Mr. Washington is that training should be designed so as to help in keeping the masses of colored people in the rural districts. The negro is at his best in the country, for in most cases the competition in the cities proves too severe for him. He ought, therefore, to receive a first class agricultural education so that he will not consider farming a drudgery and a degradation, but will see in farm life dignity and beauty.

The average attendance at Tuskegee for the last school year was 1,083; 371 young women and 762 young men. Among these were students from Africa, Porto Rico, Cuba, Jamaica, and Barbadoes.

### The Michigan Candidates.

As Michigan is to all appearances a safe Republican state, the next state superintendent will undoubtedly be Mr. De los Fall. No man could be more satisfactory to the majority of educators. Prof. Fall is a native of Washtenaw county, Michigan, a graduate of the university at Ann Arbor in the class of 1875. He has been principal of the high school at Flint, and professor of chemistry at Albion college, where he is still teaching. He is an active member of the State Teachers' Association, of which he has been president. Outside of the state he is widely known as a lecturer and writer.

His Democratic opponent is Mr. Stephen H. Langdon, at present county school commissioner of Monroe county. He is a young man, only twenty-seven years of age, a graduate of the University of Michigan in the class of 1892. He is a strong classical and Semitic scholar and was for one year in charge of the Semitic department of the university during the absence of Prof. Craig. He is a very active and vigorous man and would make an excellent state superintendent if elected.

### Sensitive Aldermen.

**NEW ORLEANS, LA.**—It is no joke to indulge in a punning reference to the aldermen of this city. The new president of Tulane university is Dr. Alderman, lately of North Carolina university. In introducing him at the opening exercises of the university the Rev. Dr. Beverley Warner congratulated the city upon the accession of a new Alderman who will train the future aldermen of New Orleans so that in time even the City Hall will be purified. When the utterance was reported in the papers, the mayor and board of aldermen fell into a rage and began to threaten all manner of things against the offending reverend doctor, who felt himself constrained to write a personal letter to the effect that he intended merely a harmless joke. The troubled waters are slowly subsiding and no libel suit will be brought.

### In Aid of an Industrial School.

**ROCHESTER, N. Y.**—A large sale in the interest of the Rochester Industrial school will take place on the second Thursday of October. In previous years this charity has been very successful, and has attracted an interest that was more than local. The school exists for the purpose of giving young children the best there is in kindergarten and manual training. Contributions from everywhere are solicited.

### A Gift to the Farm School.

**DOYLESTOWN, PA.**—Mr. Max Schonfeld, of Philadelphia, has made a gift of \$10,000 to the "National Farm School," of which Dr. Joseph Krauskopf is president. The money is to be spent in enlarging the domain of the school, the donor's idea being to increase the practicability of the instructions given. This institution provides a home and training for young Jewish lads. Part of its peculiar educational value lies in the fact that it trains the children of Jews, who have never been an agricultural people, to appreciate the possibilities of farming as a profession.

### A Delaware Industry in Degrees.

**WILMINGTON, DEL.**—The University of Delaware, regularly

incorporated under the laws of the state, is likely to get itself into trouble. It was founded in the early part of last year, for purely commercial reasons. It has no buildings or equipment except a little office furniture in the rear of a saloon. It has begun an extensive business in granting fraudulent degrees, its operations being thus far confined mainly to England and Germany.

The bitterest opposition to the newly established institution comes from Pres. Herter, of Delaware college, a reputable little school whose good name may be unjustly involved. A great deal of mail, evidently intended for the university, has gone to the secretary of Delaware college. Pres. Herter has applied to the attorney general of the state to suppress the intruder, but has received no definite answer, tho the attorney general is reported to have said in conversation that nothing can be done on account of the extreme laxity of the laws regarding educational institutions.

## Chicago News Notes.

### Ruling Out "Pull."

The Chicago board of education has done itself proud. It has adopted regulations which, if effective, will absolutely stop the appointment of teachers and principals for political reasons. It is true that many a good friend of reform consider the regulations badly arranged on the ground that they cannot be properly enforced. Still, the intention is right and the details can be adjusted later.

It is provided that the superintendent of schools shall report to the full board the names of all persons other than district superintendents, teachers, and members of the board, who have since the last meeting recommended, orally or in writing, the appointment, promotion, or transfer of any principal, teacher, or cadet in the public schools.

Further, the rule is adopted that members of the board shall not recommend principals, teachers, or cadets to the superintendent or any district superintendent, or indorse their applications for appointment, promotion or transfer, unless requested by the superintendent in writing to do so. The superintendent is to report all violations of this rule at the next full meeting of the board.

The vote on this resolution stood thirteen to six. Among those opposed was President Harrison, who ridiculed the whole proposition, suggesting as an amendment that they engage the services of a stenographer who should be in constant attendance upon Supt. Cooley, and take down the words of every person who spoke to him.

### Work Interrupted by Noise.

Nine Chicago schools are so near the elevated roads that rooms on the railroad sides are practically useless during the months when windows must be kept open. Teachers have to shriek to be heard, and pupils must watch for lulls to get a chance to recite. Everybody in these buildings is necessarily subjected to an abnormal nervous strain.

Mr. John A. Guilford, business manager for the board of education, has recently made a tour of inspection among these noisy school-houses, but cannot suggest any remedy. One of the school trustees has announced semi-officially that the board will bring suits for damages against the roads in the case of those school-houses that were erected prior to the building of the roads.

### Filtered Water Unpopular.

Chicago children will not drink filtered water; they declare that it is insipid. The board of school trustees has ordered the removal of 250 filters from the school. Since the great drainage canal was opened there have been no complaints about the lake water.

### Students in Uniform.

Officials at Chicago university are wrought up over a newspaper charge that they are making lackeys of the students whom they have put in charge of the university bureau of information. Nothing of the kind was intended. The device



was designed simply to prevent the confusion which formerly prevailed. Nobody knew whether a young man was attached to the office or not. The students, like the one in the accompanying picture, express themselves as well satisfied with the uniform.

#### Trimming the Lawn.

EVANSTON, ILL.—The grounds about the Evanston high school are troubled with weeds and Prin. H. L. Boltwood has been constrained to call upon his pupils to keep the lawn in good shape. He will appoint a captain for each ten pupils, and for fifteen minutes after school these ten pupils and the captain will go out on the lawn and pull up everything that is not grass. The work is not confined to the boys alone, but the girls are to take a hand, and the captains for the most part will be girls.

### Philadelphia and Pennsylvania Notes.

#### Architects Blamed.

A complete reorganization of the architect's office of the board of education and the enforcement of penalties upon the work now progressing at twelve different school-houses is recommended by the property committee of the board. At two schools the pavements were found to be cheaper in quality than those called for in the contracts. At several there were more serious faults of construction, viz., improper cementing of cellar walls; improper placing of terra cotta in ventilation flues; substitution of tin-dipped for copper nails; absence of proper anchor irons throughout buildings.

In view of these flagrant violations the committee calls for a definite plan of reorganization of the architect's office. As at present conducted it is overweighted with duties and responsibilities and cannot adequately perform the task of holding contractors up to their specifications.

The tedious case of Contractor R. S. Johnson against the city of Philadelphia has been settled up outside the courts. Mr. Johnson, it will be remembered, built an annex to the new high school under a contract which proved to be badly drawn up. The amount of his bill was disputed and a long altercation resulted. The matter was closed on October 5, by a settlement of \$128,262.50 upon him, with the understanding that he desist from all further legal proceedings.

MARDMORE, PA.—The public school at this suburb of Philadelphia was destroyed by fire October 6. Escaping gas is supposed to have been the cause. The residence of Pres. Cassatt, of the Pennsylvania railroad, was temporarily endangered. The building cost about \$50,000.

#### Women Less Independent than Men.

Miss M. Carey Thomas, president of Bryn Mawr college, in her opening address of the year laid emphasis upon the fact that, at the present time, women are more apt than men to receive authority without questioning. Scientists say that women are the great conservative element in society; that man has the keener sense for ideas and a more original, active intelligence.

All this is true of the present situation, Miss Thomas maintained, but it will be modified in the future. Women are becoming readier to welcome new ideas. When men and women stand side by side, with the same interests, without that mysterious barrier which is now supposed to prevent men from understanding the reasoning of women, women from sympathizing with the intellectual life of men, then the conditions for happy domestic life will be immeasurably improved.

#### Gymnastics Called For.

The German American Bund of Pennsylvania, with a membership of 80,000, is starting an agitation for gymnastic instruction in Philadelphia schools. The association offers to furnish, free of charge, for a term of nine months, the services of a competent teacher of gymnastics and calisthenics to prepare teachers for giving instruction to their pupils. Against the claim that the time of the children is already fully taken up the petition states that exercises of a few minutes between some of the lessons would serve to brighten and refresh the minds of the pupils and would actually increase the effectiveness of their study.

The board's manual already calls for "a proper amount of physical training every day," but no one has as yet defined the word "proper." In practice, physical exercises are conducted in but few schools.

All that earthly remains of "Pat Murphy," for many years the petted ourang-outang of the zoological gardens, has gone to the Wistar institute, of the University of Pennsylvania. Mr. Murphy will now, when properly articulated and stuffed, serve as a valuable aid to the study of comparative osteology. Boulon, another full grown ourang-outang, and seven infants of the race are already among the treasures of the institute.

HARRISBURG, PA.—The Sloyd system of manual training has been introduced into the high school and promises to give excellent satisfaction.

ALTOONA, PA.—On account of a diphtheria epidemic in this town the board of health ordered the Miller school closed. The board of education met recently and decided that there was more danger in spreading the disease by allowing the children of afflicted families to congregate in the street with those not afflicted than there would be in keeping the schools open and therefore requested permission from the board of health to open the school at once.

If you wish to cure scrofula or salt rheum permanently, take Hood's Sarsaparilla. It expels all impurities from the blood.

### THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 30 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free E. L. KELLOGG & CO. 61 E. Ninth Street, New York.



The New High School Building at Owosso, Mich. E. T. Austin, Supt.

## In and Around New York City.

Teachers are going to get their arrearages under the Davis law as far back as May 3. The board of estimate has approved the issue of \$1,145,275 bonds to pay up this item. The checks will be ready about October 20.

Borough Supt. Jasper says that five schools, accommodating about 12,000 pupils, will be ready in November.

The officers of the New York university senate met, October 10 in the Chancellor's office in the university building, Washington square, to canvass the returns of the one hundred judges of the Hall of Fame. This canvassing was open to the public.

A great flag raising took place recently at the parochial school of the Church of the Visitation. A pole 125 feet high had been erected, and from it was swung the American flag. There were 800 children on the platform. Addresses were delivered by Gen. S. A. Mulholland, J. Washington Logue, and Rev. Alexander Gallagher.

A flare of juvenile rhetorical color like the following from the Brooklyn *Eagle* is rather a novelty in the educational editorial line:

"Has anything been done? Half-day classes have been attempted—with 50 per cent of right for some got by 50 per cent of deprivation of others. 'Portable school-houses' on dump lots, board things without sanitary facilities, are suggested, things Alaska would repel and Oklahoma scorn, things tendered to this imperial borough of the greatest and richest city in the world, bar one. Robbery is not reparation. Half-day classes are robbery of those with right to full-day instruction. Mockery is not atonement. 'Portable school-houses,' are but mockery's crown of fleer and jeer. Injury had no need or desert of insult."

Mr. W. S. Perry, director of the department of fine arts, Pratt institute, began on October 3 a series of free illustrated lectures on Egyptian, Assyrian, and Greek art. The lectures will be given on successive Wednesdays, at 4 P. M.

One of the newest things at Teachers' college is the special course in hospital economics. The course is intended for trained nurses who wish to become hospital superintendents or principals of nurses' training schools. The director will be Miss A. L. Alline. Candidates for admission must be well recommended as trained nurses and must also have the equivalent of a good high school education. Special lecture courses have been arranged. In addition there will be numerous laboratory exercises.

### The Next Council Meeting.

The New York Educational Council will meet October 20 in the New York University building in Washington square. The discussions begin promptly at eleven o'clock. Supt. Marble, of New York, will deliver the address. These meetings of the council are among the best of those held in the New York neighborhood.

### Wrangling over the Cost.

How much the Davis law is going to cost the city annually is still the subject of some bitter controversy. Controller Coler accuses the school people of holding down the figures until after election. Supt. Maxwell, on his side, asserts that the failure of Mr. Coler's prophecies in the past, and his misrepresentation in the present go far toward discrediting any prognostications regarding the future.

### A Teacher's Legacy.

Miss E. J. Norris, a teacher of White Plains, who died a few days ago, left a considerable real estate holding to her old pupil and benefactor, Mr. Frederick Seymour, superintendent of the White Plains Water Company. Several years ago an attempt was made for political reasons to oust Miss Norris, but Mr. Seymour came to the rescue of his former teacher, and defeated the scheme. Her lasting gratitude was proved by her will.

Prof. Adolph Cohn, head of the department of modern languages, announces that M. Gaston Deschamps, literary critic of the Paris *Temps*, has been engaged by the Cercle Français to deliver the fourth annual series of lectures before the French students and the public. The previous lecturers were Messrs. Brunetiere, Doumic, and Rod.

### In Honor of its Founder.

Pratt institute celebrated on October 2 the birthday of the late Charles Pratt, the father of the school. Mr. Pratt would have been seventy years old if he had lived. The institution which he founded thirteen years ago has grown into one of the strongest in the country. His son, Mr. Charles M. Pratt, spoke feelingly in his address of his father's aims and wishes.

### Stenography in High Schools.

School superintendents are watching with interest the degree of success attained in the shorthand recently established in Brooklyn. Instruction in the night schools seems for various reasons not to have justified itself in all cases, but the pro-

gress made by the 600 students in day classes in Brooklyn high schools has been such as to establish the work firmly in popular favor. A prominent teacher of stenography is reported as saying that the trouble with most night school students is that they know "too few English" to undertake shorthand. A great deal of general information and a very accurate knowledge of English spelling, punctuation, and grammatical usage are required of the stenographer of to-day.

### Hard on Some Teachers.

The new order of the board of education that teachers shall take part in the children's games is not taken in good part by all teachers. There are about fifty games in the pamphlet which has been sent out and many of them are of a sort that stout or elderly persons might well object to going into. One woman, who weighs 227 pounds, is reported to have announced very flatly that she will not play squat tag or "All around the mulberry bush." She said she would just as soon undertake to indulge in a game of leap-frog.

### Announcements of the University of the State of New York.

The year opens with 391 study clubs on the rolls, twelve new ones having come in this fall. The work of the traveling libraries is also in good shape. Since June 1, 13,101 volumes have been sent out to 145 different borrowers, 228 wall pictures have been sent to twenty schools and libraries, and nearly 1,200 lantern slides loaned.

Information as to examinations for the position of expert accountant, held under the law of 1896, can be had from Mr. C. W. Haskins, president of the board of C. P. A. examiners. A syllabus in this, a subject of 134 pages, has been prepared.

Students who hold old United States history passcards will receive two additional counts on passing the present advanced history examinations. Students not holding old passcards, but holding old advanced passcards, will receive two additional counts on passing elementary United States history. Students who hold old passcards and desire to earn two additional counts in history must pass the present advanced United States history. Those holding old passcards in general history cannot receive additional counts for passing in medieval history.

FARMINGDALE, L. I.—The Nazareth Trade schools were dedicated on Sunday, Oct. 7. Their foundation was due to the efforts of the Sisters of St. Dominic, of Brooklyn. Bishop McDonnell officiated at the dedication.

NEWARK, N. J.—The Millburn board of education recently inspected the new addition to the Millburn grammar school which had not been formally accepted in use since the beginning of the school term. The inspection showed some faulty carpenter work. Necessary corrections were ordered made and the board voted to accept the building.



## New England Items.

NEW HAVEN, CONN.—Mr. Eli Whitney has been re-elected chairman of the board of education.

EASTON, VT.—Town meeting was lively on account of a contest between the friends and opponents of a new union school. The advocates of consolidation won by a vote of thirty two to eighteen.

CAMBRIDGE, MASS.—The Austin scholarship for teachers for 1900-1901 were won by the following men: M. E. Blanchard, R. M. Brown, C. A. Chant, C. O. Denny, E. B. Nichols, A. W. Peters, J. A. Shott, W. E. Stillson. These scholarships, of the value of \$250 each, are given by preference to teachers and school superintendents who wish to take a year of pedagogical study at Harvard.

MIDDLEBURGH, MASS.—Supt. Asher J. Jacoby has issued a program of teachers' meetings and sessions of the principals' round table for the entire year. These meetings are open to the public and are designed to be popular as well as pedagogical. The program for Oct. 5 included a discussion of various systems of handwriting led by Miss Emma Lois Herrick, and an address by the superintendent on "The Humane Element in Education."

NEWTON, MASS.—The school board of this city has granted a parents' petition which asked that a one session plan be established in the schools of the Waban district.

PORLTAND, ME.—The school board of this city has approved plans for a manual training school-house. The new building will have one story and basement and will be constructed of brick and granite.

HARTFORD, CT.—The school board has been reorganized with Judge D. J. Donahoe as president, and Judge, W. U. Pearne, as secretary.

NEWBURYPORT, MASS.—Sewing is to be made a compulsory study in the fifth and seventh grades of the grammar schools.

**NEW HAVEN, CONN.**—Prof. E. W. Scripture, head of the psychological laboratory of Yale university, has been awarded a gold medal by the Paris Exposition for a device for testing color-blindness. His scheme is of great practical value in testing the sight of candidates for railway and naval service.

**MIDDLETOWN, CONN.**—The entire sophomore class of Wesleyan university is likely to be suspended. President Raymond has announced that if the names of those who participated in a recent hazing affair are not given over to him, the university will get along for a year without any sophomores.

**GREENWICH, CONN.**—Miss Annie De Camp Porter has offered to endow a library in the new school building at a cost of \$1,000 in memory of her great-grandfather who taught school in a little cabin on Sound Beach, Greenwich. The offer has been accepted and the Perrot library will be a feature of the new school-house to the erection of which Henry O. Havemeyer, J. Kennedy Tod, and other New Yorkers have contributed.

#### Smith College Celebrates.

**NORTHAMPTON, MASS.**—Smith college was twenty-five years old on October 3. A special program was arranged in honor of the event. The heads of Yale and Columbia universities and the United States commissioner of education were present with addresses of congratulation.

Dean L. B. R. Briggs, of Harvard, paid a glowing tribute to the work of the women's colleges, which, he said, were not established to secure competition with men, but rather to enable women to co-operate with men in the higher walks of life. The beautiful influences which surround a young person in a college, like Smith, ought to ennoble her whole career. In a similar vein Pres. Hadley, of Yale, pleaded for good citizenship among women. Men feel the necessity of becoming good members of the community as well as good husbands and fathers. College women recognize the same duty and do not, as a rule, content themselves with being passive spectators of events. Our college graduates, whether wives and mothers, or unmarried women, are all doing their share in shaping the course of history.

#### Helen Keller at Radcliffe.

**CAMBRIDGE, MASS.**—Miss Keller, the remarkable blind deaf-mute, has passed all her Harvard examinations with flying colors and is now beginning her first year of college work. At the lectures she is invariably accompanied by her special instructor, Miss Sullivan, who sits close beside her and gives her in the manual language whatever the lecturer may be saying. Her examination papers were in the raised point system and her answers were written upon the typewriter, in the use of which she is expert.

#### Training School Will Be Continued.

**BANGOR, ME.**—The school board has decided to continue the training school instituted two years ago by Miss Snow. It has proved itself a great factor in bringing the schools of Bangor up to a high standard. Supt. Tilton is just now looking for the right teacher to continue this work started by Miss Snow.

#### An Alleged Inconsistency.

**LYNN, MASS.**—It is dangerous for a supervisor to be inconsistent. He must not change his mind even about a book, it seems. Mr. J. E. Aborn, musical director of the Lynn schools, has precipitated a school board fight because he wrote a letter a year ago declaring that a certain music reader had no merits beyond the activity of the agents who were pushing it, while now he gives his sanction to the purchase of the book. A strong effort was made at the last meeting of the board to have the purchase of a "supplementary" music book declared illegal, but the motion to bring the matter before the city solicitor failed by one vote. The opponents of the new book point to the case of the Boston school board where a similar action in regard to supplementary books which in effect supplanted "regular" books has been gone over, and the adoption of such books declared illegal. They say that the word "supplementary" as applied to a music reader is meaningless. Either a book is "regular" or it is not in use.

#### Recent Deaths.

##### Miss Annie M. Hoffmann.

Miss Annie M. Hoffmann, for twenty-four years principal of the girls' grammar school in West Fifty-fourth street, died, October 4, of appendicitis. Miss Hoffmann had been a teacher in New York public schools for nearly forty years.

##### John E. Hudson.

One of the best Greek scholars in the country was the late John E. Hudson, president of the American Bell Telephone Company, who died suddenly on October 1. Mr. Hudson taught the classics at Harvard for several years after graduation, and was always, thru a very busy and eventful business career, a thorough and painstaking student of ancient literature. Some of his translations from the Greek poets were of admirable literary quality.

#### Interesting Notes from Everywhere.

**INDIANAPOLIS, IND.**—The newspapers report many cases of discontent as a result of the decision of the school board not to open a night school this year.

**MADISON, WIS.**—There is a general regret at the temporary retirement of Pres. C. K. Adams from the presidency of Wisconsin university, and his friends are hoping that his health, which is reported as being slightly better, will soon be restored so that his enforced idleness will be of short duration.

**CLARKESVILLE, TENN.**—High school branches will be established at Montgomery in connection with the public school of that place. One citizen assumes a liberal share of the expense.

**Mt. STERLING, KY.**—The new superintendent of schools is Mr. H. M. Gunn, formerly of Lexington, Ky. He takes the place of Supt. Warfield, who is now at the Woodward high school, Cincinnati. Mr. Gunn is a well-known alumnus of the state college and has had a very extensive experience in school work.

**DURHAM, N. C.**—Trinity college, the Methodist institution at this place, has received a gift of \$100,000 from Mr. Washington Duke, the cigarette manufacturer of Richmond. This makes altogether half a million Mr. Duke has given to the college.

Both the candidates for the position of state superintendent of instruction in Washington are educators of marked ability. The politicians of each party have felt that they must put forward only the strongest men. Supt. R. B. Bryan, the Republican nominee, was the first superintendent after the admission of Washington as a state. The present incumbent is Supt. Frank J. Browne, who is the Democratic candidate to succeed himself. His administration has given excellent satisfaction, even to those who are his political opponents.

**ROCHESTER, N. Y.**—The board of education has had to prefer formal charges against its secretary, Mr. James C. Oliver. He was asked to resign some time ago upon the ground of business inexperience and youthful lack of discretion, but was advised by friends "to stick it out." The board has therefore made out some formal charges against him and summoned him to appear before its bar.

**NATCHEZ, MISS.**—The board of aldermen has rejected all bids for the new \$25,000 school-house, and will advertise for new plans and specifications.

**GALVESTON, TEX.**—About ninety teachers have been thrown out of employment on account of the temporary suspension of the city schools. Many of them are looking for places elsewhere.

**KNOXVILLE, TENN.**—It is expected that the new building at the Knox County Industrial school will be completed by November 1. The house will have cost ten thousand dollars and is to be used for homeless children.

**BINGHAMTON, N. Y.**—Prin. James A. Shea, of the McLean school, of this city, has been appointed principal of the intermediate department of the Cortland normal school. Mr. Shea is a graduate of the school. He is twenty-four years old.

**CLEVELAND, O.**—The Chautauqua L. S. C. course for the coming winter will be of unusual interest. The four required books newly edited and illustrated are:

"The French Revolution," by Shailer Matthews, University of Chicago.

"Grecian History," by James Richard Joy.

"From Homer to Theocritus," by Edward Capps, University of Chicago.

"The Human Nature Club," by E. L. Thorndike, Columbia university.



#### Important Educational Meetings.

**October 17, 18, 19.**—Council of School Superintendents of the State of New York will meet at the Hall of Education, New York city, corner 59th street and Park avenue.

**October 19.**—Connecticut State Teachers' Association will meet at New Haven.

**October 25-27.**—Rhode Island Institute of Instruction will meet at Providence.

**December 27-29.**—The Southern Educational Association will hold its next meeting in Richmond, Va. Dr. R. B. Fulton of the University of Mississippi is the president, and Prof. P. P. Claxton, Greensboro, N.C., is the secretary.

THE  
SCHOOL JOURNAL.  
NEW YORK AND CHICAGO.

[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by  
**E. L. KELLOGG & CO.,**  
The Educational Building,  
61 E. NINTH STREET, NEW YORK,  
267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (eighty-eight pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

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Interesting Notes.

A Really Successful Life.

We often hear the words used, "The right man in the right place." Such was William Saunders, who has just died. He was for many years connected with the United States department of agriculture at Washington as overseer of the experimental gardens and the agricultural grounds. Those who have

visited Washington have noticed the beautiful arrangement there of trees, flowers, and shrubs. This was the work of Mr. Saunders. Indeed it is claimed that it was he as much as any other man who gave the bureau of agriculture the success that caused Congress to place a cabinet officer at its head. One admirer says that a white marble shaft should be raised to his memory in one of the Washington parks, as an emblem of his pure life and of the beautiful trees and flowers of which he was so fond.

The Author of "Unleavened Bread."

Robert Grant, whose portrait is given here, is one of the rising authors of America.

He was born in Boston in 1852, graduated from Harvard in 1873, and has followed the profession of law in Boston since 1879, rising to a position as judge. In 1883 he married a daughter of Sir Alexander Galt, of Montreal.

Judge Grant's writings have a very fine vein of humor, as shown in his book "The Reflections of a Philosopher." Among his other books are "The Opinions of a Married Man," "Searchlight Letters," and "The Art of Living." His latest book, "Unleavened Bread," was only issued from the press of the Scribners a few weeks ago and yet it is in its twenty-second thousand. It is a book that makes the reader think, and all will agree that such a book is a good one to read.

"Uncle Remus" Leaves Journalism.

"Uncle Remus," a name that Joel Chandler Harris has frequently signed to his stories, is the one by which he is known to most readers.

His tales, in which colored people and animals (such as "Brer Rabbit") figure, are delightfully humorous. The news that he has resigned his position as editorial writer for the Atlanta *Constitution* will be received with pleasure, as this will leave him more time to write stories. The principal works of Mr. Harris are "Uncle Remus: His Songs and His Sayings," "Nights with Uncle Remus," "Mingo and Other Sketches," "Daddy Jake, the Runaway," etc.

A Popular Novelist.

James Lane Allen is an author who has shown many fine qualities as a

writer, and with whose works it would be well for our readers to become acquainted if they have the time and disposition. His latest book, "The Reign of Law," recently issued, is attracting a great deal of attention. "The Choir Invisible" is his most famous book; the others are "A Kentucky Cardinal," and "A Summer in Arcady."

The Chinese Capital.

The Chinese are a strange people, but they are not as ignorant as we are apt to think them to be. Many centuries before the birth of Christ, when Europe was peopled with almost naked savages, China was covered with thriving cities and filled with people well advanced in the arts of life. They invented movable types for printing, gunpowder, and other valuable things, many centuries ago.

Probably the Chinese are the best type of the Mongolian branch of the human family. They are smaller than Europeans, and have yellow complexions, black eyes set slant wise in the head, straight black hair braided into a queue that is allowed to hang down the back or is wound up in a coil under the hat.

Peking, the Chinese capital, is a wonderful city. A plan of the city shows a vast outer wall cut through by several inner ones, which divide the space into four parts. The wall has thirteen gates, and it is near the south gate of the Tartar city that all the foreign legations (residences of the foreign ministers) are located, each surrounded by a wall.

All the gates of Peking are closed from sunset to sunrise, but from sunrise to sunset they are blocked with traffic of every kind. There are long lines



JAMES LANE ALLEN.



Fig. 1.



ENTRANCE TO THE BRITISH LEGATION.



JOEL CHANDLER HARRIS.



Fig. 2.

of creaking carts piled high with goods from the coast, caravans of camels, mules, and horses from the Tartar country and the great trade routes that center here from Siberia and Mongo-

# Scrofula and Consumption

People tainted with scrofula very often develop consumption. Anemia, running of the ear, scaly eruptions, imperfect digestion, and enlargement and breaking down of the glands of the neck, are some of the more prominent of scrofula symptoms—are forerunners of consumption. These conditions can be arrested, consumption prevented and health restored by the early use of

## Scott's Emulsion

Your doctor will tell you so.

At all druggists; soc. and \$1.00.  
SCOTT & BOWNE, Chemists, New York.

lia. The main road is by way of the Ch'en-meu, or great gate in the outer wall.

The largest of the foreign legations (Fig. 2.) was that of Great Britain, which was used as a refuge for for-



THE IMPERIAL PORCELAIN PALACE.

eigners who, at the latest rebellion last summer, were caught within the walls.

The great age of China is shown by the astronomical instruments in the old observatory at Peking, which was founded more than 600 years ago, it is supposed during the reign of the great Kubla Khan. The astronomers whom Khubla Kahn brought with him at the time he conquered Peking said that some of the instruments were older than any they had ever seen.

There are several magnificent buildings in Peking within the wall that shuts in the Purple Forbidden City, such as the Tranquil Palace of Heaven, into which no foreigner is allowed to enter, and not far from it the Palace of Earth's Repose, where the empress rules her little court. But none excels in beauty either the great Imperial palace or the Imperial Porcelain palace (Fig. 3), both of which are fine buildings.

The inner courts of Peking's Forbidden City are rich in marble palaces, bridges, pillared porticos, corridors, and strange looking pagodas, but few buildings, of ancient or modern times, are finer than the beautiful marble pagoda (Fig. 1), of Jade Spring Hill. From its top and various outlooks the city may be seen with its many walls and temples.

The mode of travel in China varies. When a mandarin, or high officer of the government, is on a visit of ceremony, or when the foreign ministers make their yearly calls on the emperor, the palanquin, or carriage borne by men, is brought into use. The jinrikisha (Fig. 4) has been introduced in recent times, but is becoming popular. It might astonish many to be told that this man vehicle is the invention of an American, but such is said to be the case.

#### A Railroad to the Khyber Pass.

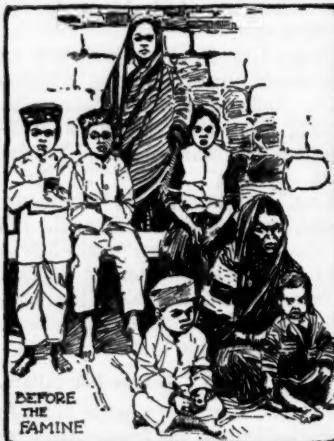
The British government has begun the building of a railroad from Peshawur (pe-shou'er) on the Indus river in the north-western part of India to the Khyber (ki'ber) pass on the border of Afghanistan. This pass is considered the key to India, for so rugged and mountainous is this region that the

only way to go from Afghanistan to India is through one of these openings between the lofty mountain ranges. The Khyber pass, then, is the point from which an attack may be expected in case Russia should attempt to conquer India. That there are chances that such an attempt may be made is shown by the pushing of the Russian line of military posts southward toward this pass.

With a railroad to the pass the British could send troops there quickly and head off an army that was trying to invade India. The new railroad will go through the country of the Afridis (ah-free'dees), one of the tribes that took part in a war with the British about three years ago. They do not like the idea of a railroad passing through their land, but what can they do to prevent it?

#### Help for India's Famine Sufferers.

Following the bubonic plague, by which countless thousands were carried off in India, came a drought last year causing a famine that sent multitudes of people to their graves and brought millions of others to the verge of starvation. The whole of western and a great deal of central and southern India have practically no crops. In



a territory covering thousands of square miles not a blade of grass was to be seen last summer.

India is so thickly populated that in fruitful years the people barely escape starving. The country is only about half as large as the United States, yet there are crowded into it almost 300,000,000 people. When the crops fail they starve, in spite of the efforts of the government.

The famines of 1896 and 1897 gave the Women's Foreign Missionary

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It is a solid cake of scouring soap...



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wasted muscles and decaying bones.

What havoc!

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"I was troubled with scrofula and came near losing my eyesight. For four months I could not see to do anything. After taking two bottles of Hood's Sarsaparilla I could see to walk around the house and when I had taken eight bottles I could see as well as I ever could." SUSIE A. HAIRSTON, Withers, N. C.

### Hood's Sarsaparilla

expels all humors, cures all eruptions, and builds up the whole system.

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Society 3,000 orphans to care for. When the famine of 1899 and 1900 began all the orphanages of that society were full, but the missionaries could not refuse to save the starving children.



It is expected that 5,000 orphans will be given to the mission before the close of the famine. Funds are now being collected in New York for the general relief of the sufferers. The illustrations here given speak for themselves.

### Porto Rico's Dense Population.

By the publication of the results of the census of last October the island of Porto Rico is shown to have a population of 953,243, or 264 people to the square mile. Porto Rico is the most densely populated part of our possessions. There are 85 inhabitants to the square mile in Luzon, and 114 to the square mile in other Philippine islands. The number of people to the square mile in Hawaii is 15.3.

### Protecting African Animals.

The rulers of England, Germany, Spain, Belgium, France, Italy, and Portugal, or those of all of the nations having possessions in Africa, have signed an agreement for the protection of wild animals, birds, and fish. The zone to which the agreement applies extends from twenty north latitude to a line following the southern boundary of the German possessions in southwest Africa. Within this territory is forbidden the hunting of vultures, secretary birds, owls, rhinoceroses, giraffes, gorillas, chimpanzees, mountain zebras, wild asses, white tailed gnus, elands, and the little Liberian hippopotamus. The hunting of the young of the elephant, rhinoceros, and other animals is also forbidden.

This action has not been taken a day too soon. If the same rate of destruction of elephants and other animals as has been in progress for the past twenty-five years should go on for a few years longer, many kinds of animals would entirely disappear.

Supt. Alexis E. Frye reports that there are 3,313 schools in Cuba with 3,553 teachers, and 143,120 pupils.

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No trouble is more common or more misunderstood than nervous dyspepsia. People having it think that their nerves are to blame, are surprised that they are not cured by nerve medicines and spring remedies by the real seat of mischief is lost sight of; the stomach is the organ to be looked after.

Nervous dyspeptics often do not have any pain whatever in the stomach, nor perhaps any of the usual symptoms of stomach weakness. Nervous dyspepsia shows itself not in the stomach so much as in nearly every other organ; in some cases the heart palpitates and is irregular; in others, the kidneys are affected; in others, the bowels are troubled, with loss of flesh and appetite, with the accumulation of gas, sour risings and heartburn.

Mr. A. W. Sharper, of No. 61 Prospect Street, Indianapolis, Ind., writes as follows: "A motive of pure gratitude prompts me to write these few lines regarding the new and valuable medicine, Stuart's Dyspepsia Tablets. I have been a sufferer from nervous dyspepsia for the last four years, have used various patent medicine and other remedies without any favorable result. They sometimes give temporary relief until the effects of the medicine wore off. I attributed this to my sedentary habits, being a book-keeper, with little physical exercise but I am glad to state that the tablets have overcome all these obstacles, for I have gained in flesh, sleep better and am better in every way. The above is written not for notoriety but is based on actual facts."

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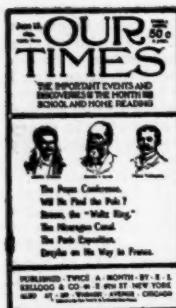
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